DOCUMENT RESUME

ED 240 087 SP 023 759

AUTHOR	McArthur, John
TITLE	The First Five Years of Teaching.
INSTITUTION	Australian Education Research and Development Committee, Canberra.
REPORT NO	ERDC-30; ISBN-0-642-06010-X
PUB DATE	81
NOTE	67p.
AVAILABLE FROM	Australian Government Publishing Service, GPO Box 84, Canberra, ACT 2601, Australia ($2.80).
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Beginning Teachers; Career Development; *Classroom Techniques; Discipline; Foreign Countries; Preservice Teacher Education; Secondary Education; Secondary School Teachers; *Socialization; *Teacher Attitudes; Teaching (Occupation); *Teaching Experience; *Vocational Followup
IDENTIFIERS	*Australia

ABSTRACT

This report deals with the follow-up stage of a longitudinal study which examined socialization into teaching as reflected by teachers' attitudes towards the control of students. Preservice secondary school teachers were observed in their final year of training, and, in 1978, this "five years later" follow-up was conducted, investigating over half of the original sample. It was found that the initial year of teaching experience is clearly the most traumatic, and that the subsequent years tended to see a leveling out of attitudes towards students and teaching and an internalization of occupational values. This report provides information on: (1) the sample of beginning secondary school teachers; (2) career patterns of respondents to the 1978 survey; (3) use of student control ideology as an index of socialization into the occupation of teaching; (4) cross-sectional analyses of responses to the 1978 survey; (5) longitudinal analysis of responses from members of the 1978 sample who taught from 1973-1978 and comparisons with 1978 non-teaching group; and (6) a summary of followup interviews conducted (during 1979) with both teaching and non-teaching members of the 1978 sample. The research questionnaire, a bibliography, and several tables are included. (CJB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED240087

The First Five Years of Teaching

J. McArthur

ERDC Report No. 30

Education Research and Development Committee

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Jane Ball

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP023759

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

The First Five Years of Teaching

John McArthur

Faculty of Education
Monash University

ERDC Report No. 30

Australian Government Publishing Service
Canberra 1981

© Commonwealth of Australia 1981
ISBN 0 642 06010 X

Printed by Canberra Reprographic Printers, 119 Wollongong Street, Fyshwick, A.C.T. 2609

Contents

		Page
	PREFACE	vii
1.	Introduction	1
	1.1 Introductory remarks	1
	1.2 Background to the study	2
	1.3 The processes of occupational and organisational socialisation, with particular reference to teaching	3
	1.4 Studies of teacher socialisation during the early years of experience	3
2.	The sample of beginning secondary teachers	5
	2.1 Details of respondents to the 1972 survey conducted during the final year of teacher training	5
	2.2 Details of respondents to the 1973 survey conducted during the initial year of teaching experience	6
	2.3 Details of respondents to the 1978 survey conducted after the first five years of teaching	8
3.	Career patterns of respondents to the 1978 survey	15
4.	The use of pupil control ideology as an index of socialisation into the occupation of teaching; comparison with other attitude measures	18
	4.1 The notion of 'pupil control ideology'	18
	4.2 Development of the PCI Form as a measure of attitude	19
	4.3 Pupil control ideology as an index of teacher socialisation; comparison with other attitude measures	20
5.	Cross-sectional analyses of responses to the 1978 survey	22
	5.1 Commitment to teaching	22
	5.2 Teaching subjects	23
	5.3 Satisfaction with present school	24
	5.4 Original training course or institution	24
	5.5 Sex	25
	5.6 Other characteristics	26

Page

6. Longitudinal analysis of responses from members of the 1978 sample who had taught from 1973 to 1978; comparisons with 1978 non-teaching group 31

7. Looking back: a summary of follow-up interviews conducted with both teaching and non-teaching members of 1978 sample, carried out during 1979 37

7.1 Comments and opinions concerning the teacher training phase and its relevance to the real world of teaching 37

7.2 Comments and opinions concerning early years of teaching 39

7.3 Selections from interviews 40

8. Summary of findings 49

APPENDIX 52

BIBLIOGRAPHY 57

TABLES

1.1 Age distribution of classified secondary teachers in Victorian government schools — June 1978 1

2.1 Analysis of 1978 survey respondents 8

3.1 Resignations of teachers in 1978 sample, according to year of resignation 17

4.1 A typology of PCI scores of 1978 respondents, based upon expressed commitment to teaching in 1978 18

5.1 Analysis of PCI scores of 1978 respondents, based upon expressed commitment to teaching in 1978 23

5.2 Analysis of PCI scores of 1978 teaching respondents, based upon major teaching subjects during 1978 23

5.3 Analysis of PCI scores of 1978 teaching respondents on the basis of wish to remain at present school next year 24

5.4 Analysis of PCI scores of 1978 respondents classified on the basis of original training course or institution 25

5.5 Analysis of PCI scores of 1978 respondents classified on the basis of sex 25

5.6 Analysis of PCI scores of 1978 respondents classified on the basis of present type of employment 26

5.7 Analysis of PCI scores of 1978 teaching respondents, based upon year levels at which most teaching takes place 27

		Page
5.8	Analysis of PCI scores of 1978 teaching respondents classified on the basis of response to question concerning control norms	28
5.9	Analysis of PCI scores of 1978 respondents, subdivided into teaching and non-teaching, classified according to responses regarding idealism in teacher training courses	28
5.10	Analysis of PCI scores of 1978 respondents classified according to responses to question on the difficulty of teaching as an occupation	29
5.11	Analysis of PCI scores of 1978 teaching respondents classified according to membership of professional associations and teacher unions	30
6.1	Comparison of PCI scores at each of the three surveys for 1978 teaching group	31
6.2	Comparison of PCI scores before and after initial teaching experience in two studies	31
6.3	Comparison of PCI scores in 1972, 1973 and 1978 of 1978 teaching respondents classified on the basis of stability of tenure	32
6.4	Comparison of PCI scores of 1978 teaching respondents classified on the basis of sex	33
6.5	Comparison of PCI scores of 1978 teaching respondents classified on the basis of teacher training subjects	33
6.6	Comparison of PCI scores of 1978 teaching respondents classified on the basis of expressed pre-service commitment to teaching	34
6.7	Comparison of PCI scores of 1978 teaching respondents classified on the basis of 1978 expressed commitment to teaching	35
6.8	Comparison of PCI scores of 1978 teaching respondents classified on the basis of teacher training institution	35
6.9	Comparison of PCI scores of 1978 teaching respondents classified on the basis of age levels of pupils mostly in contact with during 1978	36

Preface

This report deals mainly with the follow-up stage of a longitudinal study of teacher socialisation. A group of trainee secondary teachers were observed in their final year of training. A large number were contacted again during their initial year of teaching experience. More recently, in 1978, with financial assistance from the Education Research and Development Committee, a 'five years later' follow-up was undertaken, involving as many as possible (in fact, over half) of the original sample.

The main focus of the study at all stages has been to examine socialisation into teaching as reflected by teachers' perceptions of their attitudes towards the control of pupils. An additional factor observed at all stages has been expressed commitment to a continuing career in teaching.

The main findings are interesting, and consistent with other studies of professional socialisation in teaching and other occupations in the USA and England. It is concluded that the initial year of teaching experience is clearly the most traumatic one, and that subsequent years tend to see a levelling out of attitudes to pupils and teaching, an internalisation of occupational values. However, interesting subgroup patterns emerge when second- and third-stage subgroupings of respondents are carried out.

Invaluable assistance in the conduct of the project and compilation of this report was given by Marion Amies, Research Assistant in the Faculty of Education at Monash, who meticulously searched Education Department files, conducted follow-up interviews and proof-read the final draft of the report. Colleen Thomas typed numerous drafts of the report and the final version was typed by Lyn Wiegmans.

I am extremely grateful to the many other people who have enabled and facilitated this study. The patience and co-operation of the respondents and their willingness to participate in further work has been very pleasing. The officers of the Staffing Branch of the Secondary Schools Division of the Victorian Education Department have at all times been most co-operative and helpful in providing access to official files and staffing schedules. A large number of principals assisted in the location of teachers by either providing addresses or forwarding material to former staff members who had resigned from their schools.

Chapter 1

Introduction

1.1 Introductory remarks

The early years represent a critical career phase in the occupation of teaching. These are a time of 'make or break' during which beginning teachers will either develop an identification with, or commitment[1] to, a career in teaching or else leave the occupation to undertake some other activity. Since the 1960s, teaching in Australia has become an increasingly youthful profession. In Table 1.1 it can be seen, for example, that the median age of State secondary teachers in Victoria falls within the 25–29 years range.

Table 1.1

Age distribution of classified secondary teachers in Victorian government schools — June 1978[(a)]

	Below age 25		*Aged 25–29*		*Above age 29*		*Total*	
	n	%	*n*	%	*n*	%	*n*	%
Male	841	28.7	2 481	44.8	3 715	62.1	7 037	48.7
Female	2 089	71.3	3 060	55.2	2 269	37.9	7 418	51.3
All secondary teachers	2 930	100.0	5 541	100.0	5 984	100.0	14 455	100.0

(*a*) Median age of secondary teachers at June 1978 was 28.9 years.

Source: Planning Services Division of Education Department of Victoria, 'Age Distribution of Classified Teachers (as at June 1978)'.

The typical career of secondary teachers in Victoria involves first moving from Year 12 of secondary schooling (at approximately 18 years of age) to a tertiary institution for a four-year teacher training course, then taking up an initial teaching appointment at approximately 22 years of age. Those secondary teachers who remain in teaching for five years are, by the age of 27, in a sense 'occupationally middle-aged'. By this time many of them will have moved into middle management level positions of responsibility in the school system (co-ordination at subject or year level or other administrative tasks). Others will be poised to take up such positions below the promotional bottle-neck which is a feature of the 'steady state' of teacher employment in Australian and overseas educational systems in the late 1970s.

1 'Commitment', as it is used here, is a many-faceted concept. As Howard Becker (1964) explains, occupational commitment can often be observed in individuals who, at the same time, express mild or even extreme dissatisfaction with their work. it may be that they have weighed up the odds and settled for relative advantage. The notions of commitment and job satisfaction are examined in greater details in Chapter 5 of this report.

For these reasons it is claimed that the first five years of teaching represent a career phase worthy of close examination. Most beginning teachers have little time to adjust to the phenomenon of 'reality shock', where they are suddenly

> confronted with a set of organizational norms and values at variance with those acquired in formal preparation . . . internalised ideal images of the teacher role . . . in conflict with the norms and values of the school subculture (Hoy 1968, p. 315) . . .

before they have thrust upon them the duties of middle management and the consequent resocialisation from classroom teachers to at least part-time school administrators.

This, then, is the focus of this study — the first five years of teaching. The study follows a relatively large group of secondary teachers from their final year of teacher training in 1972, through the first year of teaching in 1973, until they have completed the 'first five years of teaching' in 1978. Follow-up interviews were conducted in 1979, and it is hoped that some form of ongoing research with this identified cohort of teachers will continue for some time with both the co-operation and collaboration of the subjects involved.

1.2 Background to the study

The original sample of beginning teachers which constituted the basis for this study was chosen for a doctoral study undertaken at Monash University between 1972 and 1975. Details of the sample are included in Section 2.1 of Chapter 2 below. The original sample of 800 secondary teacher trainees, for whom 1972 was the final year of teacher training, represented approximately half of the anticipated 'exit secondary teacher trainees' in Victoria that year, i.e. those who were to complete their pre-service training and take up positions at the commencement of the 1973 school year. All secondary teacher training institutions and courses extant in 1972 were represented in this sample.[2]

The doctoral study (McArthur 1975) was a longitudinal one, concentrating on the 'reality shock' phase of the initial year of teaching experience. The major findings of this study have been published (McArthur 1978); however, these also appear in brief form in this report as baseline data for the extended longitudinal study which forms the basis of this report. Interim results of the extended study have been included in a very recent article (McArthur 1979).

The subcultural value underlying all phases of this series of studies is a concern with control and discipline of pupils, a theme which is claimed as something fundamental to teacher socialisation. Chapter 4 of the report examines the use of pupil control ideology as an index of teacher socialisation and compares its use with that of other attitude measures in studies of occupational socialisation into teaching.

The present study was facilitated by research funding from the Education Research and Development Committee in Canberra. The research grant obtained in 1978 made it possible to contact a large number of the original sample and obtain their co-operation for continuing research. Supplementation of the 1978 grant allowed a program of personal interviews to be undertaken in 1979.

---

2 These comprised: (a) Diploma of Education students at the three universities (Melbourne, Monash, La Trobe); (b) Diploma of Education and Higher Diploma of Teaching, Secondary, students from SCV Melbourne and SCV Rusden; and (c) students enrolled in specialist courses in secondary arts and crafts (then at Kay House), home economics (then at Lamook) and physical education (then at SCV Melbourne). The sample included both graduate and non-graduate students, and students whose teacher training had been 'concurrent' as well as those whose training had been in 'end-on' courses.

1.3 The processes of occupational and organisational socialisation, with particular reference to teaching

Brim (1966) has described socialisation as the process by which persons acquire the knowledge, skills and dispositions which make them more or less able members of their society. Danziger considers it as a more passive process:

> Socialization is . . . something that happens *to* or is done *to* the individuals — the focus is not on the active shaping of his life by the individual, but on the plasticity and passivity of the individual in the face of social influence (Danziger 1971, p. 114).

The conceptual framework underpinning the present study as well as the earlier work on 'reality shock' experienced by the original sample relies upon the work of Kelman (1958), who distinguished three processes of social influence: compliance, identification and internalisation. The compliance process involves accepting the influence of another person or group in order to either gain some reward or avoid some punishment. Identification occurs when one adopts the opinions of another person or group to establish a self-defining relationship, i.e. identifying with a referent who is regarded as a suitable model. The final process, internalisation, occurs over a longer period of time. One comes to anticipate the opinions of another person or group in order to achieve congruence with one's own value system.

It is suggested that the processes of compliance and identification are foremost in the very early stage of teacher socialisation, notably during the 'reality shock' phase, whereas internalisation becomes the most important process over time as experience increases and career commitment strengthens, whether or not this is accompanied by increasing job satisfaction or, alternatively, the reduction of alternative employment options.

1.4 Studies of teacher socialisation during the early years of experience

A large number of research studies have been reported which deal with two critical career phases of teaching: 'anticipatory socialisation', which occurs during pre-service training, and the 'reality shock' of initial teaching experience. Wright and Tuska (1968) use the descriptive labels of 'dream', 'play' and 'life' in their discussion of the sequential phases of career choice, teacher training and initial full-time experience. While it is not possible to see these sequential phases in isolation from each other, the most commonly reported finding of studies of teacher socialisation is that the 'reality shock' phase tends to be more significant and permanent in its effects than any other.

Studies of the effect of initial experience in teaching indicate a similar pattern to that observed in such professions as medicine (Becker & Geer 1958), law (Lortie 1959) and nursing (Corwin 1961), i.e. there is a sudden, sometimes traumatic, realisation of the disparity between the way a job is envisaged before beginning work and the actual work situation. A number of longitudinal studies using various instruments to measure attitude change support this notion: Callis (1950), Day (1959) and Rabinowitz and Rosenbaum (1960), using the Minnesota Teacher Attitude Inventory; Steele (1958) and Morrison and McIntyre (1967), using the Manchester N, R and T Scale; Hoy (1968) and McArthur (1978), using the Pupil Control Ideology Form. Common to all these studies is a substantial shift during initial experience: idealistic, humanistic and progressive attitudes to schools and children are replaced by realism, conservatism, tough-mindedness and custodialism.

The consistency of direction and intensity of the apparent socialisation which takes place during initial teaching experience is discussed more fully in Chapter 4 of this report, along with a description of the notion of pupil control ideology.

The present study takes the socialisation process one stage further, into the early years of teaching. Few studies have been reported which follow groups of teachers beyond the first year of teaching experience. Wiseman and Start (1965) reported a follow-up study of English teachers five years after they commenced teaching. Walker (1967) conducted a five-year study of commitment with a sample of Australian beginning teachers. Becker (1957) carried out one of the few detailed analytical studies in his work on the career of the Chicago public school teacher. Studies of teacher mobility and 'survival', such as that by Charters (1970), have also contributed to our knowledge of the years after the first in a teacher's career. Hoy (1969) observed a number of his beginning teachers after their second year of teaching experience. Lieberman (1956) is one of the very few researchers who have looked at attitude change associated with role change of experienced workers.

Ortiz (1978) reviewed the literature on mid-career socialisation of educational administrators, touching briefly on teacher socialisation below the principal/superintendent level. In addition to Becker's (1957) study cited above, Ortiz concentrated mainly upon the Griffiths et al. (1965) study of upward mobility in New York City for that section of her literature review which dealt with teachers rather than administrators. Griffiths et al. identified four kinds of teachers: the pupil oriented, the subject oriented, the benefits oriented and the 'GASers'. Those classified as pupil oriented chose to remain in the classroom, shunned administrative tasks and were most interested in the children. The subject-oriented tended to move horizontally between teaching appointments until they achieved a congenial position; they tended to be considered as 'intellectuals' or 'academics' by other teachers. Benefit-oriented teachers tended to be more interested in vacations and earning additional income from second jobs. 'GASers' (those mainly interested in Getting the Attention of Supervisors) were experienced and established teachers who were heavily involved in middle management activities within their schools, often with the aim of recognition and ultimate reward by promotion to senior administrative positions. Lortie (1975) uses a similar description when he speaks of the 'model young male teacher' — a man on the way up, eager for promotion and ready to show his capacity through hard work.

Chapter 2

The sample of beginning teachers

2.1 Details of respondents to the 1972 survey conducted during the final year of teacher training

As mentioned in Chapter 1, the original sample consisted of 800 teacher trainees in their final year of training, i.e 1972, prior to the taking up of full-time teaching positions. The sample represented about half of the potential group of beginning secondary teachers due to commence teaching in Victorian State secondary schools at the beginning of 1973. Some of the major biographical and attitudinal data descriptive of this sample are reported here as background material for the report.

The male–female ratio in the original sample was 40:60 (320 males compared with 480 females). The representativeness of these numbers was confirmed by comparison with Education Department statistics[1] which showed that of 8011 secondary teachers in training in 1973, 3203 were male and 4808 were female. The increasing tendency for secondary teaching to become, numerically, a female occupation is a well-known phenomenon (see Table 1.1 in Chapter 1 for support of this notion, especially below age 29). However, this tendency is less pronounced in secondary teaching than is the case in primary teaching.

The secondary teacher trainees in the 1972 sample were also categorised on the basis of qualifications held prior to their final year of teacher training. A large proportion, 70.9 per cent, had obtained a three-year university degree and were completing a one-year teacher training course (e.g. Diploma of Education) at one of the three Victorian universities or at SCV Melbourne or SCV Rusden. The remaining 233 trainees (29.1 per cent of the total) were completing their final year of a concurrent course either in general academic subjects (humanities or sciences) or in specialist areas of home economics, physical education or arts and crafts. Of the 567 university graduates in the sample, 258 were male. A significantly greater proportion of the male teacher trainees were graduates than was the case with female teacher trainees.

The teacher trainees were further categorised in broad terms of teaching subjects for which they were being trained: 365 (45.6 per cent) trained in sciences or practical subjects; 408 (51 per cent) in humanities subjects; and 27 (3.4 per cent) in guidance and counselling subjects. Most of the guidance students were female, and there was a significantly larger number of females than males in the group of students being trained in humanities subjects.

Another important attribute used for categorisation of the original sample was expressed commitment to a career in teaching. Responses were sought to a question similar to that posed by Mason (1961), in his major study of beginning teachers in the USA, regarding future career plans. Of the sample, 336 (42.3 per cent) responded in a manner indicating 'strong commitment' to a career in education, while 214 (26.9 per cent) were 'uncommitted'. It is notable that 63 per cent of the 320 males in the sample expressed a strong commitment compared with only 28 per cent of the 480 females.

---

1 *Teacher Education Statistics 1973*, Education Department of Victoria, Melbourne, 1973.

Of the females, 51 per cent expressed 'weak commitment', perhaps suggesting that they saw teaching as a contingent occupation, something to leave for home-making but useful to return to later. Mason, Dressel and Bain describe the females in their sample who expressed weak commitment in the following terms:

> . . . they will teach *if* they do not marry, *until* they have children, *when* the children are of school age, *if* their husband's job takes them to a community that has an attractive teaching vacancy, etc. (Mason, Dressel & Bain 1959, p. 375).

These characteristics of the original sample are commented upon only briefly here. It should be noted that as reported earlier (McArthur 1975; 1978) significant between-group differences were observed in terms of self-reported 'custodialism' as measured by the Pupil Control Ideology (PCI) Form. Males tended to be more custodial than females, a finding consistently reported in the literature relating to PCI studies (Willower 1977). Teachers training in the sciences and practical subjects were inclined to be much more custodial than their humanities colleagues, who were in turn more custodial than those being trained in guidance and counselling (a not unexpected finding). Trainees expressing 'strong' and 'weak' commitment to teaching were inclined to be more custodial than those classified as 'uncommitted'.

Significant between-institution differences in custodialism, as measured by self-reported PCI scores, were observed during the analysis of 1972 data. Local knowledge of the institutions and courses involved in the eight-level categorisation of respondents was not contradicted when group means were ranked from high to low custodialism. Those institutions/courses commonly considered to be conservative reflected high custodialism, while those usually labelled as radical and liberally oriented were notable for their generally low level of custodialism in terms of PCI scores. Ethical considerations preclude any more precise identification of mean scores with particular institutions/courses. An undertaking of anonymity of respondents' institutions was given during the data collection phase and this was undoubtedly of assistance in obtaining a high rate of co-operation and response.

2.2 Details of respondents to the 1973 survey conducted during the initial year of teaching experience

During the third term of the 1973 school year an attempt was made to contact all members of the original sample of 800 described in Section 2.1. Naturally enough this presented some problems. Despite very helpful assistance from the staffing officers of the Education Department and the teaching practice offices of the training institutions involved it was only possible to obtain addresses, either work or private, for 727 of the 800 in the original sample. A variety of reasons accounted for this shortfall. Some beginning teachers had changed their names because of marriage, others had failed to report for duty at their first school of appointment. At least two had died as a result of road accidents. A number of the original sample had no contractual relationships with the Education Department and had left their student residential addresses during the intervening period.

Consequently, the target group was about 10 per cent less than that originally involved in the study. Of this group of 727, for whom reliably accurate forwarding addresses were obtained, 564 responded to the 1973 survey. This respondent group comprised 534 who had taught at secondary level during 1973 and 30 who had not. The reasons given by the latter respondents for not having taught included pregnancy, further study and ill health.

The male–female ratio of the 564 respondents in 1973 was 41:59 (232 males compared with 322 females), which varied only slightly from that of 40:60 in the original sample. The proportion of those in the 1973 sample who had completed a

three-year university degree prior to undertaking teacher training in 1972 was a little higher (73.6 per cent) than in the 1972 sample (70.9 per cent), but the difference was not sufficient to warrant further consideration.

When teacher training subject areas were considered, the 1973 proportions for the three basic categories were very similar to those reported in Section 2.1. A total of 254 (45.0 per cent) had been trained in sciences or practical subjects, 290 (51.4 per cent) in humanities subjects and 20 (3.6 per cent) in guidance and counselling subjects. These proportions correspond closely to those for 1972, namely 45.6 per cent, 51.0 per cent and 3.4 per cent, respectively. One problem that beginning teachers face is the possibility that the subjects they have been trained to teach are often not those they find themselves teaching in their early years of teaching. However, while the grossness of the categories used here precluded precise analysis of the extent of such possible mismatches as historians teaching mostly English and biologists teaching chemistry, it would seem that over 90 per cent of the 534 who taught in 1973 were teaching mainly the subject areas in which they undertook their teaching practice. But mismatch of a slightly different nature was observed in respect of a small group of students who had undertaken a rather specialised teacher training course at one of the three universities involved. The 30 students had concentrated upon teaching in inner suburban, socially disadvantaged environments; however, in 1973 only 4 of these actually taught in schools located in such environments: the remainder were appointed to country or outer suburban schools.

In terms of expressed commitment to teaching, the 1973 respondents were very similar to the 1972 sample: 239, or 42.4 per cent, expressed a strong commitment (compared with 42.3 per cent) and 147 (26.1 per cent) indicated they were 'uncommitted' (compared with 26.9 per cent). While over 70 per cent of the subjects in the 1973 survey reported the same level of commitment to teaching as they had prior to commencing teaching, it was interesting to analyse those whose commitment had apparently changed in either direction. About 15 per cent of the 1973 sample indicated a weakening in their commitment: half of these a serious weakening from strong commitment to lack of commitment. Almost 13 per cent reported a strengthening of their commitment to teaching: once again, half of these indicating the maximum possible strengthening from lack of commitment to strong commitment. As reported elsewhere (McArthur 1978; 1979) the fascinating concomitant in respect of these particular beginning teachers is that both 'extreme' groups (i.e. those whose commitment strengthened considerably and those whose commitment weakened considerably) were characterised by dramatic gains in 'custodialism' as measured by group means in Pupil Control Ideology scores.

For their initial year of teaching the 534 respondents who taught in 1973 were placed in roughly equal numbers in rural and urban locations. In this respect the sample followed the State-wide pattern for 1973 (McArthur 1975) in contrast to earlier years where it was more common for 65–75 per cent of all beginning teachers to be posted to schools in rural locations. About 60 per cent of the sample expressed a wish to remain in the school of initial appointment for the 1974 teaching year, while 72 per cent expected to stay in the same school.

A relatively small number (84, or 15.7 per cent of total) of the 534 respondents were appointed to 'small' schools, i.e. with fewer than 400 pupils, and few (42, or 7.9 per cent of total) were appointed to schools in which more than one third of the student population had language problems related to immigrant family background.

Over three quarters of the 534 respondents indicated agreement with the following statement as descriptive of their first school: 'In this school good teaching is equated with good classroom control'. This finding confirms similar observations of beginning teachers reported by Hoy (1968).

More than 80 per cent of the respondents agreed with the proposition that 'Most teacher training courses tend to focus on ideal images rather than the practical realities of classroom teaching'. This latter result is consistent with the findings of other studies of beginning teacher socialisation and symptomatic of the 'reality shock' syndrome.

As a result of extensive cross-tabulations and comparative analysis it was concluded that in most respects the group of respondents to the 1973 survey was similar to the original 1972 sample of 800 final year teacher trainees and also to the total 1973 population of beginning secondary teachers in Victoria (McArthur 1975, ch. 5).

2.3 Details of respondents to the 1978 survey conducted after the first five years of teaching

During 1978 the next stage of the longitudinal study was commenced. With considerable co-operation and assistance from the Staffing Branch of the Secondary Schools Division, Victorian Education Department, details were obtained regarding the locations and teaching careers of approximately 90 per cent of the original sample of 800. Not all of the original sample chose to enter the government teaching service in 1973; a further few were appointed but failed to take up their positions; and 28 resigned during the first teaching term of 1973. Some details of the resignation rates and career patterns of the 90 per cent for whom information was obtained are included in Chapter 3 below.

An introductory letter and survey questionnaire (see Appendix) were sent to 560 of the original sample of 800. Usable responses were obtained from 456, comprising 354 who were actually teaching during 1978 and 102 who were not teaching that year. The latter were a heterogenous group. Among the reasons they gave for not teaching in 1978 were: being on leave (further study, pregnancy, overseas experience); working in other occupations (including agricultural labouring, selling motor vehicle insurance in Bristol, making prawn creels in Scotland, accountancy in Detroit); illness.

Some 358 of the 456 respondents to the 1978 survey had also completed both the 1972 and 1973 surveys; the remaining 98 had either failed to respond to the 1973 survey or could not be contacted at that time. The 1978 respondents are classified in Table 2.1 according to (a) whether they were teaching during 1978 and (b) whether they had completed all three surveys.

Table 2.1

Analysis of 1978 survey respondents

	Teaching during 1978	*Not teaching during 1978*	*Total*
Completed 1972, 1973, 1978 surveys	278	80	358
Completed 1972 and 1978 surveys	76	22	98
Total	354	102	456

In the discussions that follow, characteristics of the total group of 456 are considered in relation to those of the 1972 and 1973 respondent groups. Those 358 for whom all three sets of survey responses were obtained are concentrated upon in the statistical

analyses reported in Chapter 6 below. In some cases 1978 was the first and only year of non-teaching; in others it was one of a number of non-teaching years, sometimes consecutive, sometimes not (as in the case of those on leave because of a second or third pregnancy).

Some features of the 1978 appointments of the 354 are of interest: 228 (64.4 per cent) were teaching in suburban and city schools, 121 in the eastern suburbs and 107 in the western suburbs; 126 (35.6 per cent) were in rural locations, although 24 of these were teaching in schools in one of the three provincial cities (Geelong, Ballarat, Bendigo).

The majority (301, or 85 per cent) were classified as Assistant Teachers, while the remaining 53 (15 per cent) held Positions of Responsibility (P.O.R.) or were receiving a Special Duties Allowance (S.D.A.). Since the 1978 survey this latter group has increased, a fact ascertained during interviews and from further analysis of staffing files in 1979. Many of those not classified as either P.O.R. or S.D.A. reported that they were undertaking special duties other than classroom teaching, e.g. subject and form level co-ordination, sports organisation. As commented upon in Chapter 1, this particular cohort, by accident of history, is subject to the promotional bottle-neck accompanying the 'steady state' situation of teacher surplus in the late 1970s.

Teaching levels reported by the 1978 teachers were summarised as follows:

	n	%
Mostly junior levels (Years 7 and 8)	36	10.2
Mostly middle levels (Years 9 and 10)	53	15.0
Mostly senior levels (Years 11 and 12)	48	13.6
Mixture of junior and middle levels	80	22.6
Mixture of junior and senior levels	27	7.6
Mixture of senior and middle levels	48	13.6
Equal share at all levels	62	17.5

The 456 respondents were categorised on the basis of their 1978 position as follows:

	n	%
Classroom teaching	354	77.6
Counselling and guidance	9	2.0
Confinement leave	23	5.0
Overseas leave	2	0.4
Seconded to specialist duties (audio-visual, subject consultant)	9	2.0
Sick leave	1	0.2
Library training course	2	0.4
Other employment	33	7.2
No employment	23	5.0
	456	100.0

The male–female ratio of 1978 respondents was 47:53. When only those 354 who were actually teaching in 1978 were considered, the ratio became 49:51.

In both cases the ratio of males to females was markedly higher than the 40:60 representation in the 1972 sample. One major cause of this shift was the higher resignation rate of females, especially during the first three years of teaching. Most of the 1972 sample were on teaching studentships: a condition of these studentships at that time was that, on completion of training, the beginning teachers would teach for three years in a government school. The only persons exempted from this condition

were married female teachers whose 'bond' was for at least one year. A year-by-year analysis of the resignations of 259 of the 1972 sample is included as Table 3.1 in Chapter 3 below.

Of the 456 who responded to the 1978 survey, 238 (52.2 per cent) had been primarily trained in humanities subjects; 208 (45.6 per cent), in sciences and/or practical subjects; and 10 (2.2 per cent), in guidance methods. These proportions differed only slightly from those in the 1972 and 1973 samples (see Sections 2.1 and 2.2 above). The respective proportions in the group of 354 respondents who were actually teaching in 1978 were 51.1 per cent, 47.7 per cent, 1.1 per cent.

A total of 124, or 27.2 per cent, of the 1978 respondents had not completed a university degree prior to teacher training, although some of these had gained such a qualification since 1973. The ratio of non-graduates to graduates at the time of teacher training was not dissimilar to that of the 1972 and 1973 samples.

Two questions posed to the 1972 and 1973 survey were analysed for the 1978 respondents who were teaching during that year. The first probed a commonly accepted control norm, asking: 'Do you agree with the following statement concerning your present school? "In this school good teaching is equated with good classroom control".' Of the 354 teaching respondents, 249 (70.3 per cent) responded positively to this proposition. This compares reasonably well with the findings of Hoy (1968), who reported 82 per cent agreement from his sample of 116 beginning primary and secondary teachers, and those of the present writer, who reported agreement rates of 76.2 per cent from his 1973 samples. In passing, it is interesting to consider the historical consistency of this concern with pupil control, which is suggested as an important teacher subcultural value in Section 4.1 of Chapter 4 below. Francis Gladman, an early principal of the Melbourne Teaching College and an authority on the art of teaching, wrote in 1885 under the heading 'Managing a Class':

> Obtaining orderly attention is a necessary qualification to teaching, and the ability to obtain it easily, a necessary qualification in a teacher. No one can teach a class efficiently unless he can control it at will, until he is master of the situation, or until he can secure that degree of order and respectful attention he desires, whenever he likes, and without trouble. (Gladman 1885, p. 10).

Such advice sounds most familiar even today, and sums up many of the comments of the respondents to the 1978 survey.

The second question put to the 354 respondents who were teaching in 1978 was 'Do you agree that most teacher training courses tend to focus on ideal images rather than the practical realities of classroom teaching?' The majority, 314 (88.7 per cent), agreed with this statement. By comparison, 82 per cent of Hoy's (1968) subjects indicated agreement with the statement, as did 83.5 per cent of the 1973 sample (McArthur 1975).

Responses to the inquiry 'Do you think teaching is a more difficult occupation now than it was when you commenced teaching?' (Appendix, question J) were difficult to analyse because of the inherent ambiguity of the question. Responses were divided almost equally between those who considered that it was a more difficult occupation and those who did not. About half of the respondents answered in a specific way, considering whether teaching was more difficult for them personally. The remainder answered in the more general way intended when the question was framed, namely discussion of whether teaching is a more difficult occupation for all teachers in 1978 than it was in 1973. One indirect aim of the question was to check whether respondents felt that it would be a more difficult occupation to enter now than it was when they commenced. The old adage that it is better to ask specific direct questions rather than 'beat around the bush' was well proved in this instance.

Over 90 per cent of those who chose to read and respond to this question in a specific manner indicated that teaching in 1978 was not, for them, a more difficult occupation than it was in 1973. In general, the reasons could be summarised as follows: 'I am now more experienced, more relaxed and more confident in my relationships with pupils; I find that my preparation for any one year stands me in good stead for the next year or two; it is a help being in the same school for more than one year; there are more aids, of the audio-visual, and aides, of the teacher assistant, variety than when I began teaching'.

Others responded that it was no more or less difficult for them personally: 'The same basic problems exist and there is still very little available to help solve these'.

One respondent was adamant that teaching was no more difficult now than in 1973 on the grounds that 'If my brother-in-law can do it then it can't be any harder!'

By comparison, those who answered the question in the more general mode were in broad agreement that teaching was a more difficult occupation in 1978 than was the case in 1973. Accompanying comments of respondents were analysed to establish common themes. It soon became clear that certain key issues were predominant. The general economic situation, recessionary in tendency, was common to a number of these. The high level of unemployment in the community emerged as a perceived causal factor in two ways: (a) It was felt that pupils, aware of the difficulty of obtaining employment, were likely to stay at school longer; thus teachers were faced with increasing numbers of students who are less 'academically oriented' and require much more counselling and guidance, and more discipline and control. (b) Teachers are themselves facing a 'surplus' situation which they feel may be as much a Treasury creation as a reality. On the one hand they see increasing demands upon their time as a result of the imposition of staff 'ceilings'; on the other, they see a very great bottle-neck in their promotion paths and a potential for greatly increased teacher conservatism in an era in which teaching as an occupation has become very definitely a 'buyer's market'.

Related to the above causal factors were the commonly expressed reasons relating to community pressures, social 'accountability' etc. Society's demands upon the schools and teachers were very definitely seen as having become a more significant feature of teaching over the five-year period. The general debate on success or otherwise of the 'new education', the increasing demands from the 'back to the basics' lobbies and a general feeling that parents show less respect for teachers now than previously were all-pervasive themes. It was also quite generally felt that pupils were less respectful of teacher authority, that they were more casual and more outspoken. Pupils were considered to be maturing earlier and (in some cases this was seen as a positive feature) less likely to accept, uncritically, the pronouncements of teachers and other authority figures.

Many of these problems were seen as becoming more significant in city schools than in country schools. In general, city and suburban schools were considered to be more difficult teaching environments. On the other side of the coin, some of those who had experienced a number of years in country schools deplored the concomitant isolation of rural communities.

The need to take greater account of individual differences and abilities was seen as a potential reason for teaching being more difficult. This was more commonly expressed as an observation than a complaint.

A number of respondents gave interesting comments which implied that they felt teachers were becoming 'less professional' in their attitudes and behaviours. One such respondent saw the reason quite simply: 'So many unsuitable people get into teaching: they don't like the job; in fact they don't like doing any work'.

An equal number of respondents saw the increased difficulty of teaching as related to extra role expectations, in particular an increasing need to counsel and guide

students. This was seen as probably related to the earlier observation that many more students of the type who previously would not still have been at school were staying on for at least another year. As one respondent commented: 'There seems to be an increasing demand by the community for the school to be a substitute in areas traditionally beyond its ambit: the teacher tends to need to be a social worker, general factotum etc.' In other cases the common trend away from ability grouping was considered as posing problems in the sense that teachers had to cope with a greater range of abilities in classes.

Two questions answered by the 1978 respondents were analysed in an attempt to establish some measure of satisfaction with their present appointment. These were questions G(i) and G(ii) (see Appendix): 'Given a completely free choice, would you wish to remain on the staff of this school in 1979?' and 'Regardless of your answer to G(i), do you think you will probably remain on the staff of this school in 1979?'

Some 253 (71.5 per cent) of the 1978 sample who were teaching in that year (n = 354) indicated that they wished to remain in the same location for the next school year, while 96 (27.1 per cent) responded negatively and 5 (1.4 per cent) gave no response to the question. This would seem to suggest a relatively high degree of satisfaction with present location. By comparison, only 330 (61.8 per cent) of the 534 teaching respondents in the 1973 study responded positively to the same question. When those 278 respondents to the 1978 survey who answered the question in both 1973 and 1978 were separated from the 1973 sample, the following, perhaps more appropriate, comparative figures were obtained:

	Agree	*Disagree*	*No response*
1973: Wish to stay	186 (66.9%)	88 (31.7%)	4 (1.4%)
1978: Wish to stay	197 (70.9%)	77 (27.7%)	4 (1.4%)

There still seems to be a notable change in these figures, although some explanation may lie in elements of self-selection. There is a possibility that the fact that these 278 were still teaching and that they responded to both surveys indicates that they were more satisfied people. It is also possible that by 1978 they were in schools of their own choice, thus they could be expected to be more satisfied. Given these possible alternative explanations it still seems likely that greater acceptance of one's situation accompanies increased experience and internalisation of both occupational and organisational values.

The second of these two questions ('. . . do you think you will probably remain on the staff of this school in 1979?') was posed in an attempt to force respondents to contrast expectations with wishes concerning their immediate future location. A total of 293 (82.8 per cent) of the 354 teaching in 1978 expected to remain in their present location, while 52 (14.7 per cent) expected to change location and 9 (2.5 per cent) gave no response. In the 1973 survey, 383 (71.7 per cent) of the 534 teaching respondents indicated that they expected to stay in the same school for their second year of teaching. Once again, for stricter comparison, the 278 teaching respondents in the 1978 survey who had also completed the 1973 survey were singled out:

	Agree	*Disagree*	*No response*
1973: Expect to stay	209 (75.2%)	69 (24.8%)	—
1978: Expect to stay	230 (82.7%)	42 (15.1%)	6 (2.2%)

Responses to the two questions were cross-tabulated to compare wishes with expectations and the following was the result:

Responses of those teaching in 1978

		Do you expect to stay at the same school next year?			
			Yes		*No*
Do you wish to stay at the same school next year?	*Yes*	227	(66.3%)	24	(7.0%)
	No	64	(18.7%)	27	(7.9%)

A different measure of satisfaction can be obtained by comparing congruence between wishes and expectations with regard to future location. On such a measure it would seem there was a high degree of satisfaction congruence (74.2 per cent) in the sense that 227 wished to and expected to remain in their 1978 schools during 1979 while 27 neither wished to nor expected to remain in their 1978 schools.

Analysis of responses to question C (Appendix) concerning future career orientation produced some interesting findings. The majority, 186 (52.8 per cent), indicated strong commitment to a continuing career in teaching, either wishing to remain mainly as classroom teachers (87) or gradually moving from teaching to administration (99). Some 124 (35.2 per cent) indicated a weak or contingent commitment in the sense that they expected to leave teaching for one or more reasons but would probably return to teaching later. The remaining 42 (11.9 per cent) stated that they would probably leave teaching, either for another occupation (31) or for some other reason, and probably not return.[2] By comparison, the percentages of 'strongly committed', 'weakly committed' and 'uncommitted' in the 1972 and 1973 surveys were as follows:

	Strong	*Weak*	*Uncommitted*
	%	%	%
1972	42.3	30.8	26.9
1973	39.6	31.4	27.0

Gross comparison of these three cross-sectional groups would lend support to the notion of considerably increased 'commitment', a conclusion supportive of the expected internalisation of occupational values (see Section 1.3 of Chapter 1).

It would, perhaps, be more useful to compare the responses of those 354 who were teaching in 1978 and who participated in the 1978 survey with their responses to the same question in 1972, for 352 of the 354 responded to the question on both occasions. Of the 352, 186 (52.8 per cent) had indicated strong commitment to a career in teaching in 1973; 94 (26.7 per cent), a weak commitment; and 73 (20.7 per cent), lack of commitment.

Some information relating to membership of professional organisations was collected in the 1978 survey. Two types of organisations were distinguished: (a) the industrial or professional 'unions' basically concerned with members' conditions; (b) subject associations.

2 Two of the 354 gave no response; therefore the above percentages are based upon an adjusted denominator of 352 rather than 354.

Most (222 or 62.7 per cent) reported current membership of the Victorian Secondary Teachers Association (VSTA), the secondary teachers union which was notable for its militant policies and actions in support of teacher conditions and professionalism in the late 1960s and early 1970s. Six (1.7 per cent) were members of the Victorian Teachers Union (VTU), which by the 1970s was much more closely associated with primary teachers than with all teachers in the government service. Only 14 (4.0 per cent) were members of the Technical Teachers Association of Victoria (TTAV) and 19 (5.4 per cent) reported membership of a relatively new union, the Victorian Association of Teachers (VAT), which is probably more conservative and certainly less militant than other unions. The small membership from this group in the VTU and TTAV is not surprising since these unions tend to service mainly those teachers in primary and technical schools, respectively, whereas the teaching respondents to the survey were mostly appointed to State high schools. The 62.7 per cent membership in the VSTA would seem to be a significantly high proportion for a cohort of teachers in the service at that time. This figure compares with 60–65 per cent for all secondary teachers[3] at that time and is an important one to the extent that these are representative of the 'occupationally middle-aged' secondary teachers in government schools (see Section 1.1.of Chapter 1).

The majority, 325 (91.8 per cent), of the 354 teaching respondents reported that, either by personal subscription or as nominee for an institutional subscription for the school, they belonged to one or more subject associations. Of these, 160 claimed membership of two or more such associations. This very high degree of subject association membership (91.8 per cent) combined with the reported teacher union membership in at least one of the four unions (261 out of 354, or 73.7 per cent — although some belong to more than one union) would appear to reflect a high level of professionalism in the sample of teaching respondents in the 1978 survey, at least to the extent that this can be inferred from membership of a professional association. Such an inference is of course open to the charge that mere membership of organisations is a passive feature and tells one nothing about active participation in and benefit from, belonging to them.

3 Source: Victorian Secondary Teachers Association.

Chapter 3

Career patterns of respondents to the 1978 survey

In this chapter, the 456 respondents to the 1978 survey are grouped for purposes of comparison on the same basis upon which Table 2.1 (see Section 2.3 of Chapter 2) is constructed. The resultant groups are as follows:

(a) those 278 teaching during 1978 and who had completed all three surveys;

(b) those 80 not teaching during 1978 and who had completed all three surveys;

(c) those 76 teaching during 1978 and who had not completed the 1973 survey; and

(d) those 22 not teaching during 1978 and who had not completed the 1973 survey.

As commented upon later (see text accompanying Table 6.3 of Chapter 6), a surprisingly high proportion (37.7 per cent) of those in group (a) as classified above were still teaching at the same school to which they were appointed in 1973. Such a high level of continuity of tenure would certainly have been less likely in secondary schools in Victoria during the 1950s and 1960s and very early 1970s, but seems now to be a more accepted, if less acceptable, phenomenon. Interestingly, there is no observable pattern of differentiation between urban and rural schools in this regard. That is, equally as many of the 'stable' group were tenured in metropolitan and city schools as were in rural schools.

No distinction is possible between members of this 'stable' group on the basis of teaching subjects: as many were teaching humanities as were teaching science and practical subjects. Some 21 (23.1 per cent) of the 91 had taken leave for one year during the period 1973–1978, typically during the years three or four — mostly for overseas travel and teaching — or during pregnancy. All had resumed duties at their school and were still fully employed there. The remaining members of group (a) fell into two clearly distinguishable categories: (i) those who had taught at two or more schools over the period 1973–1978; and (ii) those who had resigned after two or three years but had since rejoined the teaching service. The majority of those in category (i) displayed one of two typical career patterns: either they had changed schools in year two (1974) and since then had been teaching at the same school or they had changed schools in year four (1977) and were still at the same school. Of the 143 in category (i), 80 per cent displayed such career patterns. When these career patterns of relatively long tenure at one school are added to that of the earlier mentioned group who still remained at their first school of appointment, the resultant picture is one of very considerable stability.

The 'steady state' in teacher employment is a relatively recent phenomenon in Victoria and Australia. Realisation of the implications of declining pupil enrolments and large numbers of teachers-in-training seems to date only from late 1977 and early 1978. Explanation for the stability of tenure is thus more understandable over the latter period of the study than in earlier years. During 1973–1976 few administrators spoke of 'teacher surplus' and financial cut-backs. Indeed, 1973 and 1974 were slightly euphoric years in terms of educational expenditure by the Federal

Government via the many programs of the Schools Commission. Eighty per cent of such expenditure flowed into State government systems, for purposes such as science laboratories, libraries, innovative programs and compensatory schemes for disadvantaged schools.

Of the 44 respondents in group (ii), i.e. those who had resigned for one or more years and then returned to teaching in government schools, the most common reasons, ranked in order of frequency of occurrence, were teaching in private schools in Victoria, travelling and working overseas, teaching or studying in tertiary institutions, working in other occupations. The latter group ranged across various occupations; most commonly they became accountants, but there were also people who worked in such diverse occupations as ward assistant with the Mental Health Authority, labourer in a winery in north-eastern Victoria and real estate agent.

Analysis of the career patterns of the 80 respondents in group (b) i.e. those who had completed all three surveys but were not actually teaching in 1978, also revealed some interesting case histories.

One of this group, having been posted to a country school at which he taught from 1973 to 1977, suddenly resigned to work as a casual labourer in local agriculture. Another, also remaining at the initial school of appointment from 1973 to 1977, although having taken a year's leave for overseas teaching, resigned in 1978 to take up a commercial appointment in the USA.

Thirteen (16.3 per cent) of the group had at some time during the period 1973–1978, transferred from secondary to tertiary teaching or administration and were still employed at this level at the time of the 1978 survey. In almost all cases the move was one of 'no return', involving adjustment of superannuation and leave benefits. A further 26 had resigned and either remained unemployed or had taken other employment. In the latter cases they had remained unemployed for the intervening period. In most of the 26 cases the length of time served prior to resignation was three years. Approximately half of the 26 had left teaching for the purpose of home-making. Some others had taken up new and quite different occupations, as, for example, the insurance salesman in New Zealand, the secretary-cum-administrative assistant in Amsterdam, the Senior Project Officer in the Department of Aboriginal Affairs on Thursday Island and the prawn creel manufacturer in Scotland who had gravitated to this occupation from an outer suburban high school via such jobs as waitress, gardener and barmaid, admittedly all in Scotland.

Six of the group were on confinement leave in 1978; these had mostly taught at the same school, with minor interruptions, since their initial appointment.

A surprisingly high number (21, or 29.1 per cent) of those in group (c), i.e. the 76 who were actually teaching in 1978 but who had not completed the 1973 survey, were still at their school of first appointment. A further 24 (31.6 per cent) had taught at only two schools over the period 1973–1978, in many cases teaching for four years at the one school during this time. A small number had transferred to the private sector and others had taught at three or more schools during the period. One teacher had a varied career, teaching for two years in one country school, then one year in another country school, resigning in 1976, returning in 1977 to a third country school, then, in 1978, returning to the original school. This is an atypical case in both this sub-group and the total group of respondents.

The fourth and smallest group (22), who were not teaching during 1978 and who had not completed the 1973 survey, was similar to group (b). Six people had taught for a short time then moved to teaching or research positions in tertiary institutions. Three were guidance counsellors in suburban and country centres operated by the Education Department. Six were on leave for one or two years including 1978 (study leave, sick leave, maternity leave). Only one of the remaining six respondents provided current employment details; this person had been a self-empoyed insurance

salesman in Bristol, UK, since 1976. Only one of the group had been employed in the same position as that to which she had been appointed in 1973; this was one of the guidance counsellors. Three of the group had four or more years' continuous appointment at some time during the period 1973–1978.

The overall picture of career patterns obscures many interesting and varied personal careers which cannot be discussed in greater detail at this stage. Further analysis will be undertaken and, if possible, the career patterns will be updated in 1982 or 1983.

Details of resignations of the total 1972 sample of 800 were obtained from official Education Department records. These are included here as a postscript to this chapter on career patterns. A small number of the 1978 survey respondents are included in these figures: these are teachers who resigned but later rejoined the government teaching service.

Details of resignation rates for 259 of the 1972 sample are shown in Table 3.1. Not all of the 800 in the sample entered the government teaching service, thus any percentages must be calculated on a lower base than eight hundred. In most cases the resignations took effect from the beginning of each new school year, so that, for example, almost all of the 49 females shown in the table under the column headed '1974' had actually completed only one full year of teaching, i.e. the 1973 calendar year. The 'peak' years for females and males were 1974 and 1976, respectively. The two-year difference may be explained largely in terms of the existence then of a scheme of 'bonded' studentships, under which trainee teachers received annual allowances plus free university or college tuition (equivalent to $3–$4000 per annum) for the duration of their training courses, in return for which they undertook to teach in any schools to which they might be appointed for specified periods. This scheme was a necessary device used by the employing authority to attract prospective teachers. The standard period of the 'bond' was three years; however, in the case of female teachers who married in their final year of training or first year of teaching the 'bond' was reduced to one year. The studentship scheme has been phased out during the current situation of teacher surplus.

Table 3.1

Resignations of teachers in 1972 sample, according to year of resignation

	Year of resignation							*Total 1972*
Groups	*1973*	*1974*	*1975*	*1976*	*1977*	*1978*	*1973–78*	*sample*
Male	14	20	17	30	12	7	90 (34.7%)	320 (40%)
Female	14	49	38	31	30	7	169 (65.3%)	480 (60%)
Total	28	69	55	61	42	14	259	800

The 1977 disparity is not so easily explained. Unfortunately the records of the Education Department regarding reasons for resignation are inadequate to enable further serious analysis: resigning teachers are not required to give reasons; some do, others do not. In some cases the reasons given are enigmatic, in other cases they are euphemistic, e.g. 'For reasons of pressing domestic necessity' may be used to ensure payment in lieu of long service leave. Hopefully, some more useful material on reasons for resignation will be gleaned from follow-up interviews later in the study.

Chapter 4

The use of pupil control ideology as an index of socialisation into the occupation of teaching; comparison with other attitude measures

The attitude measure used throughout this longitudinal study is the Pupil Control Ideology Form (PCI Form) developed by Willower, Eidell and Hoy (1967).

4.1 The notion of 'pupil control ideology'

The notion of a 'pupil control ideology' was derived from the more general concept of client control ideology, typifying staff attitudes to clients in people-processing organisations. A number of organisational psychologists and sociologists (e.g. Clark 1960; Wheeler 1961; Carlson 1964; Cogswell 1968) have found it convenient to classify people-processing organisations on a two dimensional basis, according to (a) whether or not the clients voluntarily attend such organisations or institutions to be 'processed' and (b) whether or not the organisation or institution has the power to select those who will and will not be its clients. The resultant four cell typology can be constructed as in Table 4.1.

Table 4.1

A typology of 'people-processing' organisations

		Do clients attend voluntarily?	
		Yes	*No*
Can the institution select its own clients?	*Yes*	Type I	Type II
	No	Type III	Type IV

Examples usually classified as Type I, where attendance is voluntary and the institution can be selective, include monasteries, private schools and officer training schools for the Armed Services. By contrast, Type IV institutions, which share the twin characteristics of mandatory provision of services and compulsory attendance of clients, include prisons, mental hospitals, juvenile reformatories and public schools (at least for those students in year levels below the compulsory age of school attendance). The inclusion of public schools in this Type IV classification is open to challenge on at least two grounds: first, that schools are not 'total' institutions in Goffman's (1961) terms, which imply 24 hours-per-day total control; second, that the avowed purpose of schools is normative rather than punitive/coercive.

Much of the early research on client control ideology had as its basis the typification of institutions on the above criteria. Powelson and Bendix (1951) worked

in prison settings and Gilbert and Levinson (1957) in mental hospitals. Common to their work, and that of Cressey (1958) and Kassebaum (1962), was a distinction between 'custodial' and 'treatment' orientations. Kassebaum (1962, p. 83) relates the following traits to the custodial viewpoint: authoritarianism, punitive reaction to illegal behaviour, rejection of inmates as fellow creatures. By contrast, the treatment view is associated with a non-authoritarian personality, a relatively less punitive reaction to illegal behaviour and a psychological acceptance of inmates as being basically like oneself.

Despite some misgivings concerning the acceptance of public schools as Type IV institutions on the grounds that they may be less like other members of that category than they are like members of other categories, it is not difficult to accept the natural development of a notion of 'pupil control ideology'. Donald Willower and his associates at Pennsylvania State University transferred the general concept of client control ideology to the school setting. Concern with matters of control and discipline permeates the literature on the principles and practice of teaching. Willard Waller's (1932) classic study of the school as a social system contended that school organisations emphasise the dominance of teachers and the subordination of students. Silberman (1970) echoed this notion, claiming that 'the most important characteristics schools share in common is a preoccupation with order and control'.

The work of Willower and his associates on pupil control emphasised the importance of concern with matters of 'control', 'order' and 'discipline'. These were seen as constituting an essential set of norms of the teacher subculture. At about the same time Street, Vintner and Perrow (1966) wrote, concerning people-changing organisations:

> ... with few exceptions these organizations are performing functions crucial to the maintenance of social control ... Schools, mental hospitals, prisons, reformatories and juvenile correctional organizations are the principal organizations involved in these tasks.

In their monograph detailing the establishment of the PCI Form, Willower, Eidell and Hoy (1967) reported prototypes of 'custodial' and 'humanistic' orientations towards pupil control. These are similar to Kassebaum's 'custodial' and 'treatment' viewpoints cited above. The rigidly traditional school is seen as serving as a model for a custodial orientation, providing a highly controlled setting mainly concerned with the maintenance of order. Students are perceived as irresponsible and undisciplined persons who must be controlled through punitive sanctions. Teachers view student misbehaviour as a personal affront. Students are expected to accept the decisions of teachers without question.

The model of a humanistic orientation is the school perceived as an educational community. Learning is a worthwhile activity, not merely the passive absorption of facts. A democratic classroom climate, self-discipline rather than authority imposed from above and the acceptance of responsibility for one's own actions are features of the humanistic orientation.

4.2 Development of the PCI Form as a measure of attitude

Full details of the methods used to develop and validate the PCI Form are contained in the monograph of Willower, Eidell and Hoy (1967); therefore only brief mention of these methods will be made here. The items contained in the final version are shown in the Appendix, which constituted the 1978 survey document. The authors chose a number of working statements

> based upon the literature, the authors' experience in public schools, field notes from the study preceding the present research, and the control conceptualization which was employed. (Willower, Eidell & Hoy 1967, p. 10).

The original pool of items was modified and refined until the final twenty items were decided upon. The twenty Likert scaled items were scored 5, 4, 3, 2, 1, ranging from 'Strongly Agree' to 'Strongly Disagree' (although two items, 5 and 13, were reverse scored). Respondents' choices for each item are summed to produce a 'PCI score' representing a viewpoint on a suggested continuum from a possible minimum of 20 (extremely humanistic ideology) to a possible maximum of 100 (extremely custodial ideology). Reliability coefficients for the final version of the PCI Form were obtained using a sample of 170 respondents. These were 0.91 by the Pearson product–moment formula and 0.95 by the Spearman–Brown calculation.

Validation procedures used mostly involved comparison of principals' judgments concerning the pupil control ideologies of certain of their teachers with self-reported PCI scores of the same teachers.

The PCI Form has been used in a large number of studies, mostly cross-sectional in nature. The most recent and comprehensive review of PCI studies was conducted by Willower (1977). An updated annotated bibliography of PCI studies is currently in preparation (McArthur 1980).

4.3 Pupil control ideology as an index of teacher socialisation; comparison with other attitude measures

In Chapter 1, introductory comments were made on the process of occupational socialisation with particular reference to teaching. These comments implied that certain common elements underpin all forms of occupational socialisation, namely the acceptance of the attitudes and opinions of the reference group into which one is being socialised (see Kelman's theory of the processes of social influence, Section 1.3 of Chapter 1).

Willower (1969) has argued that the process of teacher socialisation involves 'the neophyte becoming an old pro over time'. For such a metamorphosis there is the requirement that the beginning teacher adopts, or at least is seen to adopt, the subcultural values of the professional teachers, i.e. those of the reference group in which membership is sought. It has also been suggested — Section 4.1 above — that attitudes towards control and discipline are essential features of the set of values of the teacher subculture. It would seem appropriate, therefore, to use an instrument purporting to measure 'pupil control ideology' as an index of teacher socialisation. A variety of other attitude measures have been used as proxy measures of socialisation of beginning teachers, but for the most part these have concentrated on the pre-service to early post-training phase, examining the phases of 'anticipatory socialisation' and 'reality shock'. Those using the Minnesota Teacher Attitude Inventory and the Manchester N, R and T Scale have been cited in Section 1.4 of Chapter 1. Other studies have used Rokeach's Dogmatism Scale (e.g. Johnson 1969), and an Australian study (Coulter 1972) approached beginning-teacher socialisation from an immigrant acculturation/assimilation perspective.

No one group of studies, nor any one attitude measure, can be considered as having been entirely satisfactory in terms of research into teacher socialisation. At best such proxy measures can only explain a limited amount of the variance between individuals in any group that is being 'socialised'. Not only is socialisation into any profession a highly individual phenomenon, but there is the added complication, with regard to teacher socialisation, that the considerable differences between school environments means that organisational socialisation may be at least as important as, perhaps more important than, occupational socialisation. For many beginning teachers the importance of coping, or being seen to cope, and gaining satisfaction from one's daily teaching in School X, largely outweighs any thoughts or aspirations one may have regarding socialisation into the 'noble occupation of pedagogy'.

It was concluded therefore that use of the PCI Form to obtain a proxy measure of teacher socialisation was justified in the longitudinal study reported here. No other instrument appears to have any greater claims to validity as a proxy measure of teacher socialisation. Furthermore, reported positive correlations betv the PCI Form and such measures as Rokeach's Dogmatism Scale and the Minne . Teacher Attitude Inventory (MTAI) (Willower 1977) lend support to the view that one instrument is sufficient for such purposes. No special virtue seems to be associated with excessive data collection for its own sake in emulation of squirrels in their nut-gathering activities.

Chapter 5

Cross-sectional analyses of responses to the 1978 survey

In this chapter the PCI scores of respondents to the 1978 survey are analysed according to certain criteria and characteristics. Some of these criteria and characteristics relate to earlier cross-sectional analyses of the 1972 and 1973 surveys (McArthur 1975; 1978), and to some extent the structure of this chapter has been influenced by those earlier analyses. Five major aspects are discussed in Sections 5.1 to 5.5: commitment to teaching, teaching subjects, satisfaction with present school, original training course or institution, sex. Each of these proved to be an interesting aspect at either or both of the 1972 and 1973 stages of analysis. Section 5.6 has been added to enable certain additional characteristics of the sample to be considered. These range from the theoretically plausible to a few of the 'thin air', or hunch, variety, in terms of hypothesis testing, which are included here in the interests of completeness of data presentation. In each section a distinction will be made between those respondents who were teaching at the time of the survey and those who were not.

5.1 Commitment to teaching

Breakdowns of PCI scores of respondents on the basis of expressed commitment to a continuing career in teaching have proved to be of interest at all phases of this longitudinal study. Typically there has been a positive relationship between self-perceived custodialism towards pupils, as measured by the PCI Form, and strength of expressed commitment to a continuing career in teaching. As mentioned in Section 2.2 of Chapter 2, there has also been observed the complicating phenomenon of increasing custodialism with dramatic change in career commitment, whether increasing or decreasing. Those whose commitment has either weakened or strengthened greatly have also displayed considerable gains in custodialism. McArthur (1978; 1979) and Zak (1979) have commented upon this association. Zak proposed a highly plausible explanation based upon psychological instability.

When the PCI scores of the 456 participants in the 1978 survey are analysed on the basis of expressed commitment to teaching at that time the pattern of Table 5.1 (facing page) emerges.

Again, there is the consistent pattern of relationship between strength of commitment and custodialism when the teaching respondents alone are considered. A reverse pattern applies to the non-teaching respondents. However, caution must be exercised before interpreting the results of the latter group: first, on the grounds of the small size of each cell in the lower half of the matrix, especially that of the uncommitted group ($n = 4$); and second, because of the lack of homogeneity in the total non-teaching group (see Section 2.3 of Chapter 2).

The fact that the mean PCI for the strongly committed group of 1978 teaching respondents is very much higher than that of the weakly committed and uncommitted

groups of respondents not only confirms earlier findings (McArthur 1975; 1978) but also supports the suggestion of internalisation of teacher subcultural values over time (see Section 1.3 of Chapter 1).

Table 5.1

Analysis of PCI scores of 1978 respondents, based upon expressed commitment to teaching in 1978

	Strongly committed			*Weakly committed*			*Uncommitted*			*Total*		
	n	*Mean*	*S.E.*	*n*	*Mean*	*S.E.*	*n*	*Mean*	*S.E.*	*n*	*Mean*	*S.E.*
Teaching 1978	186	54.1	0.8	124	51.3	0.8	42	51.6	1.3	352	52.8	1.0
Not teaching 1978	19	44.7	6.3	24	50.4	0.9	4	53.9	—	47	48.4	1.1
	205			148			46				399[a]	

(a) Fifty-seven respondents gave no response to this question, mainly because they had left teaching permanently. Only two of those teaching in 1978 failed to respond the the question (Appendix, question C).

5.2 Teaching subjects

Subjects taught in 1978 were chosen as the basis for classification to enable cross-sectional analysis of this factor (see Table 5.2). This meant that only teaching respondents were included in the analysis.

Table 5.2

Analysis of PCI scores of 1978 teaching respondents, based upon major teaching subjects during 1978

Humanities subjects			*Science and practical subjects*			*Guidance subjects*			*Total*		
n	*Mean*	*S.E.*	*n*	*Mean*	*S.E.*	*n*	*Mean*	*S.E.*	*n*	*Mean*	*S.E.*
176	51.1	0.8	176	54.4	0.7	2	37.5	0.2	354	52.7	0.5

The major finding here is the confirmation of the earlier observation (McArthur 1978) that teachers of humanities subjects are in general less custodial than their counterparts teaching scientific and practical subjects (such as physics, chemistry, home economics and physical education). The most plausible explanation for such a difference seems to be that the scientific and practical subjects generally involve working with expensive and potentially dangerous equipment, thus necessitating greater discipline and control for the safety of both pupils and equipment. The persistent differentiation between groups of subjects classified on this basis of teaching subjects, at the stage of teacher training, after the first year of teaching and again after five years of teaching, lends very strong support to the notion that pupil control ideology is related to, perhaps dependent upon, ecological circumstances.

5.3 Satisfaction with present school

As with the previous characteristic, analysis of PCI scores was only meaningful in relation to the 354 teaching respondents of the 1978 survey sample. 'Satisfaction' was defined, perhaps loosely, in terms of respondents' reactions to the question: 'Given a completely free choice, would you wish to remain on the staff of this school in 1979?' See Table 5.3.

Table 5.3

Analysis of PCI scores of 1978 teaching respondents on the basis of wish to remain at present school next year

Wish to remain			*Do not wish to remain*			*Total*		
n	*Mean*	*S.E.*	*n*	*Mean*	*S.E.*	*n*	*Mean*	*S.E.*
253	53.2	0.6	96	51.8	1.2	349	52.8	0.5

As mentioned earlier (Section 2.3 of Chapter 2) a large percentage of those teaching in 1978 expressed an idealistic wish to remain in their current teaching position. The mean PCI score of this group was higher than that of the group of respondents who were less 'satisfied' to the extent that they did not wish to remain at the same school; however, the difference is not great and neither group mean varies significantly from the overall sample PCI mean. Because of the inconclusiveness of the data it would not be appropriate to even postulate an explanation of the direction of the difference in group means.

5.4 Original training course or institution

One of the most illuminating findings of the series of studies related to this project has been the consistency with which the influence of the original training course or institution has been evident. The explanation for such a phenomenon may well lie in elements of self-selection in the original 1972 sample. It may have been the case that students with radical ideologies chose to undertake their secondary teacher training in compatible courses or institutions. Similarly, conservative students may have chosen conservatively oriented courses and institutions. Such a simplistic explanation overlooks two equally plausible causal factors. First, admission to teacher training courses in the 1970s has been subject to a selection procedure based primarily upon academic excellence. Second, tertiary students in urban areas are commonly swayed by such mundane matters as convenience of location, e.g. a resident of the northern suburb of Thornbury is more likely to apply for teacher training at La Trobe University, in nearby Bundoora, than Monash University, situated in the eastern suburb of Clayton, taking account of distance, travelling time and the lack of a good interconnecting system of public transport.

Whatever the cause, or combination of causes, the interesting fact remains that, when respondents were grouped on the basis of original training course or institution, differences in PCI scores were observable at all three survey stages. In fact, for the most part, the groups maintained their positions relative to each other. This was especially the case for the two most radically oriented and the most conservative of the courses/institutions. The range of mean scores is demonstrated in Table 5.4.

Table 5.4

Analysis of PCI scores of 1978 respondents classified on the basis of original training course or institution

Institution	*n*	*Mean*	*S.E.*
A	91	50.9	0.9
B	64	52.4	1.2
C	79	48.4	1.2
D	82	50.3	1.1
E	65	54.7	1.2
F	17	54.6	2.4
G	36	54.6	1.7
H	22	56.6	1.9
	456	51.8	0.5

These illustrate that considerable between-group differences based upon original training course or institution can be observed over time, a fact that needs to be taken account of in studies, within a school system, that choose subjects from only one training institution, especially if later comparisons are made with teachers who may have attended different training institutions (see Table 6.8 of Chapter 6 below).

5.5 Sex

There is a consistent pattern of findings in studies of teacher attitudes: female teachers tend to be less tough-minded (Oliver & Butcher 1962), less custodial (Willower, Eidell & Hoy 1967; Hoy 1968, 1969; McArthur 1975, 1978) and, in general, less authoritarian than male teachers. The 1978 survey group conformed with this pattern; the difference is not a substantial one but is nevertheless present. It has been suggested (McArthur 1975) that the consistent tendency for secondary female teachers to perceive themselves as less custodial than their male counterparts is related to the age of the client population. The difference in scores between the male and female primary teachers is not usually so pronounced (Willower, Eidell & Hoy 1967; Hoy 1968). One suggested explanation is that secondary school age children pose a greater threat to male teachers' authority and status than is the case for female teachers.

The comparative PCI scores for males and females in the 1978 survey group are shown in Table 5.5.

Table 5.5

Analysis of PCI scores of 1978 respondents classified on the basis of sex

	n	*Mean*	*S.E.*
Males	213	52.8	0.7
Females	243	50.9	0.6
	456	51.8	0.5

5.6 Other characteristics

In addition to the five main bases for comparison discussed in the earlier sections of this chapter, comparisons were made for PCI scores of respondents to the 1978 survey on the basis of other criteria and characteristics.

First, a logical basis for comparison was whether or not the respondent was actually teaching at the time of the survey. Previous studies (Willower, Eidell & Hoy 1967; Hoy 1968, 1969; McArthur 1975, 1978) have found a clear distinction between those actually in the classroom situation and those not, in terms of attitudes to pupil control and classroom discipline. School administrators, guidance counsellors and former teachers, all of whom have either temporarily or permanently left the classroom, report consistently lower levels of custodialism than classroom teachers. See Table 5.6.

Table 5.6

Analysis of PCI scores of 1978 respondents classified on the basis of present type of employment

	n	*Mean PCI*	*S.E.*
Classroom teachers	354	52.8	0.5
Teachers employed as guidance counsellors or subject consultants	18	42.3	1.4
Teachers on leave (pregnancy, overseas travel, further study)	28	50.4	1.7
Former teachers, now in other employment or not employed	56	49.4	1.1
	456	51.8	0.5

A useful criticism added to the questionnaire by one of the 1978 teaching respondents needs to be taken account of in surveys of this type: 'I feel a survey at this time of the year, end of second term, will be unduly influenced by "second-term blues"'. The influence of the 'coal-face' on custodial attitudes to pupils appears to be confirmed by these findings.

Second, a comparison was made between respondents, based upon the class levels at which those teaching in 1978 were performing most of their teaching.

One of the problems of administering the PCI Form to secondary teachers is that, unlike their primary counterparts, secondary teachers do not normally teach the same class for most or all of the lessons each day. In many cases a secondary teacher may take classes ranging from Year 7 through to Year 12, often switching from contact with 11- and 12-year-olds during one hour to advanced classes with 17- and 18-year-olds the next hour, and so on. As previously observed (McArthur 1975) this makes the PCI Form difficult to complete, as evidenced by comments appended by respondents at all stages of this longitudinal study. As an example, question 13 of the PCI Form, 'Pupils can be trusted to work together without supervision', more than once elicited

the following form of comment: 'I agree if we are discussing senior pupils, but not my junior pupils'. The same is true of other items of the PCI Form; however, it was decided at all stages, rightly or wrongly, that respondents would answer these questions influenced mainly by the grade levels with which they were most involved at the time. As with most compromises, this is not an entirely satisfactory one but seems reasonably plausible.

Years 9 and 10 (equivalents: Forms 3 and 4) are typically regarded by secondary teachers as the most difficult to control. Factors that are commonly considered as combining to contribute to this belief are: many children have reached or are near the compulsory age to which they must continue school attendance; it is the 'awkward' stage of adolescence in terms of puberty for boys and early post-puberty of girls; much of the pop culture and media commercialism is aimed at this age group; and for the majority of pupils there has been no real career choice by this stage, which means that school is still something you attend from habit rather than as a means of even partly preparing for a chosen occupation.

Given the general consensus that Years 9 and 10 are the levels most requiring firm classroom control and discipline it seemed a reasonable hypothesis that teachers who took all or most of their classes at these grade levels would be more likely to display custodial attitudes in their responses to the PCI Form than would other teachers. Teaching respondents to the 1978 survey were categorised into four groups for comparison of PCI means, the first three comprising those teaching mostly at the junior or middle or senior secondary school levels, and a fourth group including those teaching a mixture of two or three of these levels in roughly equal proportion. The results, shown in Table 5.7, while interesting, give only partial confirmation to the hypothesis that the 'middle school' would be most conducive to custodialism in PCI scores.

Table 5.7

Analysis of PCI scores of 1978 teaching respondents, based upon year levels at which most teaching takes place

Level	*n*	*Mean*	*S.E.*
Mostly juniors (Years 7 and 8)	36	48.6	1.5
Mostly middle level (Years 9 and 10)	53	53.1	1.5
Mostly senior level (Years 11 and 12)	48	52.9	1.4
Roughly equal proportions of 2 or 3 of the subdivisions — junior, middle and senior	217	53.9	0.6
	354	52.8	0.5

While the low mean PCI of the group mainly teaching junior students is consistent with expectations, the surprisingly high mean PCI of teachers mostly teaching senior classes confounds the proposition. The fact that the large smorgasbord group is characterised by the highest mean PCI tends to suggest that the data does not provide sufficient justification for the hypothesis in this instance.

The third characteristic chosen for comparison of group means was response to the question 'Do you agree with this statement regarding your present school? "In this school good teaching is equated with good classroom control".' As discussed in Section 2.3 above, such a statement appears to convey a significant aspect of teacher subcultural values. The need to adopt a custodial pose in order to obtain acceptance from both one's pupils and one's staffroom colleagues is something which has been experienced by almost every teacher at some stage of his or her career.

Table 5.8

Analysis of PCI scores of 1978 teaching respondents classified on the basis of response to question concerning control norms

	n	*Mean*	*S.E.*
Yes	243	53.5	0.6
No	105	50.9	1.0
	348[a]	52.7	0.5

(a) Six respondents gave no answer to this question.

This finding supports the notion that environmental press influences attitudes. Those teaching in schools in which they perceive there is a norm that equates good classroom control with good teaching do, on average, report higher PCI scores than their counterparts teaching in schools in which such a norm is not perceived.

Another basis for classification of respondents arose from responses to the survey question 'Do you agree that "Most teacher training courses tend to focus on ideal images rather than the practical realities of classroom teaching?"'. Because this question was a general one, the analysis reported below (Table 5.9) includes all respondents to the 1978 survey, regardless of whether they were actually teaching at the time.

Table 5.9

Analysis of PCI scores of 1978 respondents, subdivided into teaching and non-teaching, classified according to responses regarding idealism in teacher training courses

	Yes			*No*		
	n	*PCI mean*	*S.E.*	*n*	*PCI mean*	*S.E.*
Teaching in 1978	314	53.4	0.6	33	49.0	1.5
Not teaching in 1978	75	49.5	0.9	15	44.7	1.8
Total[a]	389	52.6	0.5	48	47.7	1.3

(a) Seventeen respondents failed to answer this question.

The considerable difference between the PCI mean of the upper left cell (respondents who agreed with the statement and were teaching in 1978) and those of the other three cells in Table 5.9 cannot be ignored, although the disparity in size of cell frequencies is problematic. Considering both dimensions involved in Table 5.9, the pattern of responses matches expectations. The responses of teaching versus non-teaching respondents were commented upon earlier in this subsection. Of more interest is the higher level of custodialism evidenced by the PCI scores of those agreeing with the statement regarding idealism in teacher training courses. This was the case in both teaching and non-teaching subsamples.

The sixth characteristic chosen for analysis of group means was the response to the question of whether teaching was a more difficult occupation now (i.e. 1978) than in 1973 when the respondents began teaching. As commented upon earlier (see Section 2.3 of Chapter 2), there was apparently some ambiguity in the question. Many respondents answered on the basis of their personal experiences; others answered in general terms for the teaching profession. There was very little difference between the group means when this characteristic was considered (see Table 5.10).

Table 5.10

Analysis of PCI scores of 1978 respondents classified according to responses to question on the difficulty of teaching as an occupation

		n	*PCI mean*	*S.E.*
Is teaching a more difficult occupation now than it was in 1973?	Yes	220	52.2	0.7
	No	219	51.6	0.7
Total[a]		439	51.9	0.5

(a) Fifteen respondents gave incomplete answers.

The final set of comparisons made in this section relates to possible indices of professionalism based upon membership of teacher unions or subject associations. While of limited value, these are included for interest. As previously mentioned, membership of a teacher union may be an active or passive characteristic; it may result from peer group pressure or a fierce ideological commitment to the objects of the union, whether conservative or radical. The comparisons shown in Table 5.11 (next page) are of groups which need to be mutally exclusive. Subjects simply responded 'yes' or 'no' to the question 'Do you belong to X union?' and no attempt was made to compare whether respondents belonged either to more than one or to no unions.

One can only make very tentative observations on these figures, given the earlier comments with regard to activity of membership of unions and of the small numbers represented in the VTU, TTAV and VAT. The direction of the differences from the grand mean indicated by the means of these small groups is consistent with commonly held attitudes regarding their ideological orientations: for example, the VAT is a small, recently formed, relatively conservative breakaway group from the VSTA, the VTU is now a predominantly primary teachers union, the TTAV has historically been regarded as the most left wing of the Victorian teacher unions.

Table 5.11

Analysis of PCI scores of 1978 teaching respondents classified according to membership of professional associations and teacher unions

	Yes		
Do you belong to[a]*:*	*n*	*Mean*	*S.E.*
VSTA	222	52.3	0.6
VTU	5	58.2	6.2
TTAV	14	46.9	2.5
VAT	19	59.2	2.2
One or more subject associations	325	52.9	0.6
Total	354	52.8	0.6

(a) VSTA — Victorian Secondary Teachers Association
VTU — Victorian Teachers Union
TTAV — Technical Teachers Association of Victoria
VAT — Victorian Association of Teachers
Other comments regarding the ideologies of these teacher unions are included in Section 2.3 of Chapter 2.

Chapter 6

Longitudinal analysis of responses from members of the 1978 sample who had taught from 1973 to 1978; comparisons with 1978 non-teaching group

The basic group considered in this chapter consists of those 278 teachers who responded to all three surveys (1972, 1973 and 1978) and who were teaching for most of the period 1973–1978. Later in the chapter some comparisons are drawn between this group and the 80 who had also responded to all three surveys but were not teaching during 1978 (see Table 2.1, page 8, and text preceding table).

The comparative means at the three survey stages (Table 6.1) support the socialisation phases described in Section 1.3 of Chapter 1, based upon the work of Kelman (1958). The increase from 1972 to 1973 (about 14 per cent gain on average) accompanies the 'reality shock'–compliance phase. A previously published table (McArthur 1975) (Table 6.2) shows the process more clearly by comparing two studies of teaching versus non-teaching groups before and after the initial teaching year.

Table 6.1

Comparison of PCI scores at each of the three surveys for 1978 teaching group

	1972		*1973*		*1978*	
n	*Mean*	*S.E.*	*Mean*	*S.E.*	*Mean*	*S.E.*
278	45.5	0.6	52.2	0.6	52.7	0.6

Table 6.2

Comparison of PCI scores before and after initial teaching experience in two studies

		Pre-test PCI		*Post-test PCI*	
Groups	*n*	*Mean*	*S.E.*	*Mean*	*S.E.*
Hoy (1968)					
Teaching	58[a]	51.9	1.05	54.9	1.03
Non-teaching	39	47.3	1.55	47.1	1.28
McArthur (1975)					
Teaching	534	44.5	0.41	50.9	0.44
Non-teaching	30	45.6	1.49	45.2	1.69

(a) To enable more useful comparison only the secondary teachers in Hoy's study (i.e. half his sample) are included here.

In a second-year follow-up, Hoy (1969) found some difference between those teachers who stayed in their first school and those who moved to a new school in their second year of teaching. In contrast to those who remained at the same school and whose PCI scores in Year 2 were practically identical with those in Year 1, the relocated teachers seemed to become more custodial. Hoy postulated a 'resocialisation' phenomenon as the underlying cause — a facet of organisational rather than occupational socialisation. There could be a need to reassert one's authority in the new school both with pupils and colleagues. Table 6.3 shows the 278 teachers in this study categorised on the basis of career pattern over the five-year period. The first group comprises 91 (32.7 per cent) who had remained at the same school as in 1973; the second group includes the 143 (51.4 per cent) who had taught at two or more schools during the period[1]; and a third group comprises 44 (15.8 per cent) who had resigned for one or two years but rejoined the teaching service by 1978.

Table 6.3

Comparison of PCI scores in 1972, 1973 and 1978 of 1978 teaching respondents classified on the basis of stability of tenure

		1972 PCI		*1973 PCI*		*1978 PCI*	
Group	*n*	*Mean*	*S.E.*	*Mean*	*S.E.*	*Mean*	*S.E.*
Still at same school as in 1973	91	45.5	1.03	52.7	0.94	52.6	0.98
Taught in two or more schools	143	46.0	0.80	52.5	0.87	53.3	0.88
Resigned between 1973 and 1977 but rejoined teaching service	44	43.5	1.50	50.3	1.75	51.1	1.64
Total	278	45.5	0.60	52.2	0.60	52.7	0.60

The trends are interesting, but differences between the groups are not sufficiently large to draw inference from. The mean PCI of the surprisingly high proportion (32.7 per cent) of the 278 who were still at their first school of appointment was lower than that of the 143 who had taught at two or more schools. Unlike the first group, the second displays a slight gain in mean PCI scores over the period 1973–1978, but this is only of the order of 1½ per cent, too small to be meaningful.

Similar comparisons were made, categorising the 278 on various characteristics, some of which were derived from the basic biographical information obtained in 1972, and some from responses to questions in the 1978 survey.

When the group was dichotomised on the basis of sex, the comparative figures in Table 6.4 were obtained.

1 Two was the norm although a small number had taught in four or more schools during that time.

Table 6.4

Comparison of PCI scores of 1978 teaching respondents classified on the basis of sex

		1972 PCI		1973 PCI		1978 PCI	
Groups	*n*	*Mean*	*S.E.*	*Mean*	*S.E.*	*Mean*	*S.E.*
Male	143	46.4	0.88	53.1	0.85	53.4	0.83
Female	135	44.4	0.75	51.4	0.89	52.0	0.90
Total	278	45.5	0.60	52.2	0.60	52.7	0.60

The consistency with which the mean PCI of females in the group is lower than that of males confirms other studies using PCI (see Section 5.5 of chapter 5). The percentage gain in mean PCI scores by females is higher than that by males but the difference is not very large.

For the purpose of comparison with earlier findings it was decided to examine the longitudinal data for the 278 respondents classified on the basis of teacher training subjects (humanities subjects, sciences and practical subjects, guidance and counselling) (Table 6.5).

Table 6.5

Comparison of PCI scores of 1978 teaching respondents classified on the basis of teacher training subjects

		1972 PCI		1973 PCI		1978 PCI	
Group	*n*	*Mean*	*S.E.*	*Mean*	*S.E.*	*Mean*	*S.E.*
Humanities subjects	141	43.5	0.81	51.2	0.84	50.8	0.86
Sciences and practical subjects	133	47.9	0.81	53.6	0.89	55.1	0.84
Guidance subjects	4	34.3	3.23	44.0	3.72	42.0	4.02
Total	278	45.5	0.60	52.2	0.60	52.7	0.60

Those trained in guidance subjects comprise far too small a group to be considered in any serious analysis. However, it is interesting to note the consistency with which the mean of this group is well below those teaching in the classroom. The relative difference between humanities subjects trained and science/practical subjects trained teachers is also maintained at each stage. There is a continuing increase in custodialism, even during the 1973–1978 period on the part of science/practical teachers in contrast to the steady state, even slight downturn, evidenced by the humanities group. Detailed analysis of the subgroups within the science/practical group (not included here) indicates that very considerable increases in custodialism were reported by male physical education teachers and teachers of art and craft subjects. These were the major cause for the continuing upward trend from a mean PCI of 53.6 in 1973 to one of 55.1 in 1978.

A further basis of comparison was expressed pre-service commitment to teaching as a career. The 278 respondents were classified on the basis of their response in 1972. See Table 6.6.

Table 6.6

Comparison of PCI scores of 1978 teaching respondents classified on the basis of expressed pre-service commitment to teaching

		1972 PCI		*1973 PCI*		*1978 PCI*	
Group	*n*	*Mean*	*S.E.*	*Mean*	*S.E.*	*Mean*	*S.E.*
Strongly committed	147	45.9	0.81	52.6	0.82	52.3	0.85
Weakly committed	75	45.4	1.16	52.8	1.16	53.4	1.21
Uncommitted	56	44.1	1.47	50.6	1.47	53.0	1.32
Total	278	45.5	0.60	52.2	0.60	52.7	0.60

The main feature observable in this set of comparisons is the continuing increase in custodialism of the uncommitted group. Both the strongly and weakly committed groups display higher levels of custodialism in both 1972 and 1973 than the uncommitted group. All three groups show evidence of the 'reality shock' phase (1972–73) after the first year of teaching. However, whilst both the strongly and weakly committed groups level off over the 'internalisation' phase, those in the uncommitted group appear to experience a continued hardening of attitudes towards pupils.

A possible explanation is that these were teachers never really committed to teaching, but still in the job and adopting increasingly custodial attitudes to compensate for their lack of commitment. Becker's (1957) study of the career of the Chicago public schoolteacher identified a similar phenomenon in the case of teachers appointed to what they considered were highly undesirable schools. After some years in the same situation they tended to adjust their norms and expectations and even chose to remain despite their early feelings (lack of commitment?) regarding the appointment.

When the basis of classification is changed from expressed pre-service commitment to commitment as expressed in 1978, after five years of teaching, some changes are evident (Table 6.7). First, the number of 'uncommitted' has decreased considerably and is now only 32 out of the 276 (11.6 per cent) compared with 56 out of 278 in 1972 (20.1 per cent). Second, the only group showing any real increase in custodialism over the period 1973–1978 is the weakly committed group, which appears to have gained most of those who changed their commitment from 'uncommitted' to 'weakly committed' over the period. Perhaps the 20 or so who changed in commitment were those whose custodialism also changed rather significantly. Such an explanation would be in accord with the suggestion by Zak (1979). Zak, who is conducting a large-scale longitudinal study of beginning teachers in Israel, suggested in a recent personal communication that less stable teachers (i.e. those of high psychological uncertainty about the best course of action to choose to satisfy psychological needs and, therefore, perhaps likely to change in career commitment) tend to gravitate towards the custodial end of the PCI Form continuum.

Table 6.7

Comparison of PCI scores of 1978 teaching respondents classified on the basis of 1978 expressed commitment to teaching

		1972 PCI		*1973 PCI*		*1978 PCI*	
Group	*n*	*Mean*	*S.E.*	*Mean*	*S.E.*	*Mean*	*S.E.*
Strongly committed	147	46.5	0.82	53.5	0.79	53.8	0.89
Weakly committed	92	44.7	1.04	50.5	1.11	51.7	1.04
Uncommitted	32	43.2	1.22	51.8	1.77	51.3	1.76
Total[(a)]	276	45.5	0.58	52.3	0.61	52.8	0.61

(a) Two gave no response to the question regarding commitment.

The institutions at which the beginning teachers undertook their teacher training courses in 1972 provide a basis for differentiating between respondents at all three survey stages (see Sections 2.1, 2.2 and 2.3 of Chapter 2). Possible causes for the differences were discussed in Section 2.3 of Chapter 2. The picture that is presented is a confusing one (Table 6.8). Group means of four institutions (B, E, F and H) show a continuously increasing trend from 1972 to 1978. In the case of institution H the 13.0 per cent increase over the period of 'reality shock' (1972–1973) has been followed by an increase of 8.8 per cent from 1973 to 1978, while for institution F the very high increase from 1972 to 1973 — 20.9 per cent — was followed by a 7.5 per cent increase from 1973 to 1978. The comparable overall rates of increase for the 278 respondents were 14.7 per cent and 0.9 per cent respectively.[2]

Table 6.8

Comparison of PCI scores of 1978 teaching respondents classified on basis of teacher training institution

		1972 PCI		*1973 PCI*		*1978 PCI*	
Group	*n*	*Mean*	*S.E.*	*Mean*	*S.E.*	*Mean*	*S.E.*
Institution A	55	47.2	1.29	53.9	1.46	51.9	1.11
B	40	45.5	1.43	50.4	1.40	53.5	1.62
C	48	42.4	1.46	49.6	1.69	47.9	1.71
D	48	42.4	1.47	51.1	1.56	50.8	1.51
E	37	47.8	1.56	53.4	1.45	56.7	1.56
F	11	43.9	3.62	53.1	3.43	57.1	2.93
G	21	51.7	0.87	58.4	1.47	56.9	1.82
H	18	45.3	2.14	51.2	2.64	55.7	2.33
Total	278	45.5	0.60	52.2	0.60	52.7	0.60

2 A statistical problem of such percentage comparison derives from varying denominators. Equal-sized gains in absolute scores along a continuum such as the PCI Form scale may be under- or over-emphasised if the pretest base is initially very high or very low on the scale.

Group means of institutions A, C, D and G more closely fit the overall suggestion of 'reality shock' followed by a 'plateau' phase. The institutional breakdowns provide a very interesting picture, although one which is difficult to interpret. Third and fourth stage breakdowns and cross-tabulations indicate some underlying influences of sex and teaching subjects; however, by the stage of such breakdowns the subgroup membership sizes have become far too small to allow serious analysis.

One element contributing to the continued upswing in means of institutions B, E, F and H has already been commented upon in this chapter. There is an undoubted influence on these patterns by the presence of physical education teachers and male and female art and craft teachers.

The final characteristic chosen for longitudinal analysis in this chapter of the report is the grade levels at which 1978 respondents were teaching most of their classes. The breakdown adopted in Table 5.7 in Section 5.6 of Chapter 5 was used for consistency: namely mostly juniors (Years 7 and 8), mostly middle school (Years 9 and 10), mostly seniors (Years 11 and 12) and a residual comprising various mixtures with no one predominant stratum.

Comparative PCI means for each subgroup at each of the three survey stages are shown in Table 6.9.

Table 6.9

Comparison of PCI scores of 1978 teaching respondents classified on the basis of age levels of pupils mostly in contact with during 1978

		1972 PCI		*1973 PCI*		*1978 PCI*	
Group	*n*	*Mean*	*S.E.*	*Mean*	*S.E.*	*Mean*	*S.E.*
Teaching:							
Mostly juniors	31	42.7	1.65	50.2	1.92	48.9	1.88
Mostly middle school	41	44.9	1.43	51.9	1.32	53.4	1.80
Mostly seniors	38	46.1	1.47	52.9	1.76	51.4	1.47
Mixture of various levels	168	45.9	0.77	52.5	0.79	53.5	0.79
Total	278	45.5	0.60	52.[illegible]	0.60	52.7	0.60

Probably the most, perhaps the only, interesting aspect in this set of figures is the continuing upward trend displayed by those teaching in the middle school. An increase of 15.5 per cent over the period of 'reality shock' is followed by a more modest increase of 2.9 per cent over the 'internalisation' phase. The other two specific groups ('mostly juniors' and 'mostly seniors') displayed a tapering off, supporting the 'plateau' theory. The large smorgasbord group was characterised by a slight upturn (1.9 per cent) over the internalisation phase.

Chapter 7

Looking back: a summary of follow-up interviews conducted with both teaching and non-teaching members of 1978 sample, carried out during 1979

Because of the well-recognised inadequacies of the mailed questionnaire method it was decided to obtain further comments relevant to the process of teacher socialisation from a number of the teaching and non-teaching respondents to the 1978 survey. A sample frame was established, taking account of the eight training courses/institutions and the male–female ratio of the sample. To obtain a more interesting sample a third dimension was added where possible, i.e. pattern of response to the PCI Form over the period 1972–1978. An attempt was made to include roughly equal numbers of those whose 'custodialism', as measured by the PCI Form, increased, decreased or remained stable over the period of the longitudinal study. An interview sample of eighty was selected, including both teaching and non-teaching respondents to the 1978 survey, thus adding a fourth dimension to the sample frame. The majority of these were contacted during 1979.

This chapter attempts to summarise the comments of this interview group and also includes some lengthier verbatim comments of some of the teachers who were interviewed. The interviewing process is a continuing one, and conducted with the co-operation of the members of the 1978 sample. This will continue on a reduced level for some years to come. As the group of 1973 beginning teachers move out of classroom teaching and into administration, one suspects their attitudes and values will reveal even more interesting changes.

7.1 Comments and opinions concerning the teacher training phase and its relevance to the real world of teaching

By far the most commented-upon aspect of teacher training courses was the inclusion of a disproportionate amount of theory. Most interviewees saw the need for increased periods of practical teaching and a considerable shortening of the gap between the final session of practice teaching and the first appointment. Probably related to the view of too much theory in teacher training courses was the commonly held opinion that college and faculty staff were too remote from the school teaching situation; many of those interviewed suggested that college/faculty staff should either teach in the schools for part of each year or else should go back for a year or two every three years. Rightly or wrongly, the image of professor/lecturer in education as 'refugee from the classroom' has considerable currency in the minds of teachers. One teacher expressed the view: 'Lecturers should become more informed as to what is actually going on in schools. They should inform students about all the extra activities other than classroom teaching that are a part of school life'. This was echoed by another's opinion: 'Student teachers need to know more about the realities of school life, including matters of administration'.

Typical comments regarding the theory bias of teacher training courses were as follows: 'less irrelevant theory'; 'more time in schools and less time on theoretical rubbish'; 'more time in Teaching Methods subjects and less sociology and psychology'; 'less philosophy and more practical teaching'; 'teach us more about the tricks of controlling pupils and writing on the chalkboard and less about philosophy'; 'trainee teachers should be taught more about the realities of school life — teaching is more than what goes on in the classroom'. Given that these comments are from people earlier described as 'occupationally middle-aged', not just disillusioned beginning teachers, they seem worthy of serious consideration.

Some of the suggestions made by respondents were for specific methods of increasing the practical component especially in 'end-on' courses, as for example the three-year degree plus Diploma of Education. One suggestion was: 'Get the students out into schools in the *first* year of their courses. I had never been in a government high school before and it was all rather a shock to the system'. Another common complaint concerned the timing of practical teaching rounds: 'There was far too long a spell between the last teaching round and the beginning of teaching. A week or two in my new school at the end of the school year before I was due to start would have helped me enormously'. One teacher wished he had been given 'more visits to real situations' and 'the chance to view "master teachers" in action'.

Some teachers wanted more role-playing and training in personal development and relaxation techniques: 'I certainly would have benefited from role-playing in the guidance of experienced teachers — for example, "What do you say when a pupil does —— or says ——?"'; 'We needed training in methods of self-analysis and relaxation, not out of textbooks but in practical small group sessions'.

Most suggestions for improvement were concerned with the practical teaching component of the training year, in terms of its length, its form and the type of experiences obtained. Very few teachers were entirely satisfied with their practical teaching experience as preparation for 'real-life teaching'.

The least satisfied by far were those who had experienced the three 'three-week rounds' which are still a very common feature, especially in university teacher training courses. 'I would scrap the system of three-week rounds and institute an internship system' summarises the views of many respondents, although the proposals for alternative systems were many and varied. By far the most favoured of the realistic suggestions was the system whereby two or three days a week are spent in a school for most of the course. Many suggested a greater variety of experiences: in some cases a much wider range of schools and locations; in other cases the inclusion of non-teaching experiences in non-school environments as well. Perhaps the most extreme in the latter group was the suggestion 'They should include six weeks manual, unpaid. I mean this seriously. Most people don't appreciate or understand labour, especially middle class teachers, that is. If they had to do some themselves it would help break communication gaps with working class kids. They could pick fruit, dig roads, carry bricks. This would also be a good buffer or contrast against the visionary philosophy that usually fills out the courses, and give one time to resolve the usual, inevitable "cognitive dissonance".' Another suggested: 'I believe teachers need industrial experience. I don't think teachers are able to go into schools straight from college, in many cases at least. I needed a break and I took it (absent without leave for a year in 1974) and I don't regret it. I believe beginning teachers should be given the option, anyway'. One teacher in a snow region said: 'In our school we hardly see any student teachers, though our program would offer valuable experiences such as Nordic ski training, a well-developed outdoor education program and agricultural studies'.

7.2 Comments and opinions concerning early years of teaching

Every research project is bedevilled by historical factors. The 'teacher surplus' which has seemingly materialised since about 1978 has almost precluded research on beginning teachers. As one school principal said, at a 1979 conference on induction of beginning teachers: 'Why are we being so hypocritical? Next year there will be no beginning teachers to induct'. One of the most commented-upon suggestions for improvement in the lot of beginning teachers, vintage 1973, was reduced allotments. Within a year of the first stages of this longitudinal study (no causal relationship is claimed) there was a teacher union campaign (VSTA) for reduced teaching loads, by 20 per cent, for beginning teachers. In their comprehensive study of induction programs for beginning teachers in Australia, Tisher et al. (1979) reported from their questionnaire to principals that:

> . . . in about 30 per cent of schools there was a ten per cent reduction in teaching load and in about 20 per cent a reduction of 20 per cent. (Tisher et al. 1979, p. 36)

There is some difference between the responses of beginning teachers in the Tisher et al. study and those of the principals. Only 27 per cent of the beginning teachers surveyed reported that they received concessions with respect to teaching load.

The pattern is by no means Australia-wide. At the same 1979 conference on induction of beginning teachers referred to above, a very senior Education Department officer of one Australian State reported that, in his State, a union request for 80 per cent allotment for first year teachers was met with the rejoinder 'They can have that if they're willing to accept 80 per cent of the pay'. Presumably the issue died a natural death in that State. Interview material collected in this study supports the notion that beginning secondary teachers in Victoria were, in 1978, generally receiving some concessions with regard to work-load.

A feature common to a number of respondents' suggestions for improvement in early years of teaching was for schools to advertise their policies and philosophies and special interests to enable beginning teachers to make more informed, possibly more satisfactory, choices when applying for positions.

There was a good deal of criticism of the treatment meted out to beginning teachers especially, and new teachers in general, by the establishment who were in control of school curricula and time-tabling. This had to do with allocation of senior and 'good' classes, which many respondents felt were more likely to be allocated to the 'old hands' in control of such matters. One respondent commented rather bitterly in relation to this matter: 'As a rule, the other staff, and the administration, cause as much stress for the beginning teacher as the pupils do'. A good many respondents suggested that beginning teachers should be given more than a fair share of senior forms, certainly not the junior and middle school 'hard to handle' groups. Many respondents clearly saw it as highly desirable to avoid the main problem they had encountered, i.e. the need to concentrate far too much upon asserting control rather than imparting subject matter. One respondent felt that, ideally, the beginning teacher should not be regularly placed in the situation of thinking each week, 'What am I going to do with them on Monday?'.

The notion of assigning beginning teachers to 'mentors' (sometimes called the 'buddy system') received considerable currency in comments made by respondents for improvements to early years of teaching. They saw such mentors as senior, experienced and capable teachers who would receive time allowance for such duties, not, as one respondent put it, just 'some harassed, busy, preoccupied fellow staff member' who had to cope with this as well as normal duties. Another respondent saw the need for regular reviews of beginning teachers' progress by more experienced teachers, not in any dictatorial or inspectorial sense but, rather, in an overseeing,

caring, 'fatherly' role. Some respondents saw this as flowing on from the role of subject co-ordinators, others from form level or senior teachers. Perceptions of the likely source of such support were undoubtedly influenced by individual experiences and the idiosyncratic nature of school organisations in which respondents had taught.

There was considerable support for making the first year one of apprenticeship or internship. As one suggested: 'After a full year of teaching under the supervision of some capable person — similar to a doctor's residency period — the early years, in addition to teaching should include visits to various schools observing different styles of teaching and disciplinary techniques, followed by tutorial discussions on their merits and demerits, finding fault with them where necessary and trying to find solutions'. Some respondents suggested continuing relationships with training institutions: 'It would be beneficial if method lecturers/supervisors could visit their ex-students at least once in their first year'.

At the practical level, there were a number of suggestions with regard to improving the first few weeks at the beginning teacher's new school: 'A syllabus for each subject should be supplied to the new teacher so that valuable time is not lost finding out "what to teach" but can be used to decide how to present the material'; 'Schools should supply lists of all school rules that teachers are required to police, and the appropriate penalties which teachers are expected to apply'.

Considerable support was expressed for the view that beginning teachers need avenues to discuss their problems, probably away from their own schools: 'I found the administration extremely insensitive and indifferent to my problems and longed to have the chance to talk them out with fellow beginners or sympathetic, experienced outsiders'. The most commonly suggested solution was regular in-service seminars during the initial year, possibly organised on a regional basis. Some respondents saw a need to include college staff in such sessions not only so that the college staff could provide theoretical input but also so that they (the college staff) would be more in tune with the practical realities of beginning teachers. One suggested method was the 'diagonal slice' system of representation, rather than an in-service seminar comprised of only beginning teachers. The 'diagonal slice' system involves stratified representation from various levels of experience and authority in a district or region. Thus, groups include beginning teachers, more experienced classroom teachers, senior teachers and principals, but not from the same schools, so that a beginning teacher would be in group discussions with, for example, a principal and a senior teacher from different schools. The idea is that less inhibited discussions will take place when one's day-to-day performance is not at stake, from both 'sides of the fence'.

7.3 Selections from interviews

This section of the report contains some verbatim material from interviews conducted during 1979 with respondents who indicated their willingness to participate in this way. One long interview is included in some detail as it is quite representative of a number of others, and shorter extracts are also included. No person is named or identified in this material and references to particular schools have been deleted.

(a) Granam X is now teaching in a country high school east of Melbourne, after three years in another country high school west of Melbourne.

> I would have been in about fourth form when I decided that I wanted to become a teacher. I'm not actually sure why, but I think that deep down I wanted to help people. Besides, I was interested in 'teaching' as such: I used to get on well with my teachers and talk to them and

teaching seemed to be a reasonable profession. Even so, there was no particular teacher who influenced me in the decision.

Most probably if I had the choice again I would choose the same, but it is a difficult question. At the moment what I'm doing with one of my classes is concerned with jobs and this is one of the questions they have to take home to their parents. Now the boot is on the other foot! Apart from probably the first year of teaching I don't think I have regretted anything about it.

But the first year was horrifying. Suddenly, instead of having a part-load for just a couple of weeks, which you had at college, you were confronted with a full-time teaching load: teaching all Years 7 and 8 and coping with their demands, their pressures, and you just were not ready for it. I wasn't anyway. It was a case of jump in and hope you didn't sink.

At that school there was very little help given to beginning teachers to help them settle in — in fact no help at all. Certainly there was no allowance in my allotment. At the time I was very critical of the fact that I was teaching all Years 7 and 8 because it was all discipline and I wasn't ready for discipline at that stage: discipline for all the hours that you were at school. I couldn't handle it. It was a full-time job instead of being able to fit into the role of teacher.

There was no help given by the other staff members. I think this was mainly because they, too, were hard pushed. When I first started there the D.P. was the English co-ordinator but most of his time was spent in his role of D.P. and not as co-ordinator. Also there were a lot of first-year teachers sent to that school and because of this one more really didn't matter. They are 'first years': they come and go. Generally they were gone the next year.

. . . I think that it is essential that if you are a first year out teacher you should have a reduced allotment and that you have to be given some senior classes — a mixture; not all on the same level. For example, being given all Form Threes, that would be bad; but if you were given a balance, that would be good. On the other hand, in this country region at the moment, first-year teachers go to the regional office early in the year and get together to talk about their gripes, their problems and there is usually some sort of continuing interaction between these teachers after that. That is a good idea: it gives you a feeling of support and that is what is needed. But you also need it within the school and that is something that co-ordinators should be aware of but they seem to forget after a time. It would also be good if there was some continued contact with the place where you trained, although there would possibly be some problems with this because the training college would not know about the idiosyncrasies of the school.

The school is the most important base and help must come from there, although regional contact does help other teachers within the area. But your problems stem from within your school. Established teachers still tend to view new teachers in a school with some suspicion, especially if it's a first-year teacher with radical views — generally with much suspicion and amusement. That will always be the case I think. But the school needs someone coming in with new ideas.

As far as feeling that I had become an established teacher — I suppose that there were a couple of stages. After about my second year, yes, I felt that I was a teacher, but I was fooling myself completely. Even early last year I came up with a sort of crisis as to what I was doing as a teacher — not necessarily as far as professionalism goes but as to my effectiveness as a teacher of what I was teaching. I think I've come through that but this was probably the only time I've come close to giving it up. Now I think I'm more balanced: I know what I'm doing. I know what I should be teaching and I think I can justify it mainly because I'm more interested in what is happening around me, in what other schools are doing, what other English faculties are doing. But this awareness has only just come — it has taken at least five years.

One of the most influential things in this has been talking to other English teachers and seeing what they are doing. I really enjoy discussing what they do and how it works and then giving it a try. I think in-service days are extremely helpful, or even a couple of night sessions where you talk to other English teachers and to the backroom boys — the lecturers etc. that you might have had at college — so that when you hear them again you see what they are saying in a completely different light and you can fight back with more authority: you can argue the point and come to some consensus. I think that is terribly important. There must be academic stimulation and the sharing of practical experiences.

Of course there are some irritating things about teaching — the constant correction for instance. . . . Another thing which can be disappointing is the lack of appreciation of what you have put into a particular lesson, the preparation you have put into a lesson or group of lessons, which can be greeted by minimal response from the students. You learn to take that after a while and become impervious to it but it does really gripe at times. Even so there is not much you can do about it — just try another approach and try to succeed next time. There's also a slight irritation because of decisions made by co-ordinators. For example, I would disagree with some policies, or with the buying of certain books that I think are wrong, but there is not much you can do and I do agree that there must be a system of delegation. . . .

I spent my first three years in the school to which I was first appointed and then shifted here — and perhaps it's time I shifted again! I think that to shift occasionally is of advantage in one's development as a teacher, especially if you are a first-year teacher. I think it is very hard to throw off the stigma of what you were like when you started, the reputation you got, no matter how you change and develop later, so it is necessary to change schools and start with a new broom. On the other hand,you have all the ideas that you had at the old school but at the new school their ideas might be different: you introduce new ideas and you learn new ideas. To shift every now and then is just commonsense I think.

In relation to matters of discipline a shift may also be a good idea but as this is a small school with very few discipline problems it doesn't apply so much. Even so, when I first came here I was probably too preoccupied with discipline at the start — a sort of over-reaction to having to settle in. I wanted to show that I was boss; a stupid idea.

I suppose you would say that I have a fair degree of commitment to teaching. I feel that if you are going to stay in it you must continue to develop, to move on. At present I am an English consultant for the region and this helps one's development. Other ways may be through further qualifications and possibly overseas exchange (or interstate exchange) to see other systems at work. As yet I have not done any further studies but I plan to next year, a B.Ed., probably concerned mainly with curriculum — just looking at different alternatives, different learning procedures that have worked within the curriculum. I'm not terribly concerned to study administration; I can't see that it will necessarily help with promotion. I don't want to leave the classroom for administration, but on the other hand I think it is a good thing to have some form of break from the classroom. For example, it has been very useful this year to be only part-time. I go to school for only three days and I find that it is not such a grind to continually turn up in the same classes, to see the same faces, to go through the same motions. Your approach is much fresher and you have more time between lessons to think about them. I am more motivated about the things we are doing and completely fresh when I come back. The break is really useful.

Some teachers are born; some are made. I have seen some really good first-year trainee teachers who obviously know what they are about already. But then I have seen some of these just get bored and lose interest; after a while they just go through the motions: 'Right, page 14. Answer these questions'; and that's it. They are good teachers but have lost interest — I don't know why. On the other hand, teachers can be made too. I was a hopeless teacher when I started but now I think that I am a better teacher.

When I started I was very immature in lots of ways. I had just finished three years of university freedom, and I think I drank too much then. I went to a university where things were a bit different. To be fair, now, I don't think I gave teaching a chance for a start and I hated it. I think it all went back to what I was doing at university: it was very free, doing what you wanted to and then the sudden realisation that you were going into a school, into a classroom; that a lot of things that we had done were not at all concerned with the classroom. I think that when you are training it would probably be a better idea to do more stints in schools and to be really part of the school program. I think that they are doing that now. But because we were in the city a large group of us would be sent off to a city school where we were regarded with complete antipathy: we just were not part of that school. Students who have come to this school (and most often it is just one, or two or three at a time) have been able to fit in better because they are immediately accepted. Fortunately, most of the ones we have had have been good and the kids haven't really known that they are students.

If I had my time in training again I would take the teaching part of it as seriously as possible. I know you need the theory, it is important, but in my Dip. Ed. year and my first year teaching what I was most concerned with was lessons that worked, approaches that worked — survival, the practicalities of survival. That is what it all got down to when you got out into a classroom. Now I think the best idea is to go back to the theory later; to have a bit of practice first, to see what it's like; and then to see what other people have had to say about it. I'll probably find the theory far more valuable when I go back to do a B.Ed. next year.

I know I'll stay as a teacher but if I were doing my H.S.C. this year and thinking about a future occupation I think I would have to look at teaching very warily, what with all the adverse publicity it is receiving at the moment. I don't think it is as attractive as when we went through: then it was a sure job; now there is such uncertainty. What with the rapid pay increases when we started it was very good — but now? As far as the possibility of contract appointments is concerned — it's sheer idiocy; whoever thought that one up should be sacked. It really is ridiculous. A first-year teacher could get an appointment to a school but know that it is only for twelve months at the most. What is he going to do? He has a couple of choices. He can toe the line and show no initiative and then be sacked at the end of the year for showing no initiative. Or he can be radical and can introduce new programs, but tread on someone's toes and be moved on next year. For a first-year teacher — no: you need security for a couple of years. Maybe it might be a good idea later on if you don't measure up, but not for a first-year teacher. . . .

(b) Jill Q taught for three years in the eastern suburbs and is now in a Western District small high school.

I remember choosing to be a teacher in fourth or fifth form. I don't really know why — not so much for idealistic reasons, although perhaps there were a few right the world's wrongs and all that. Besides that, the only alternative seemed to be to work in a bank. Looking back now, if I had the choice again, I'd make the same decision. I enjoy teaching, I think I'm competent at it and I think I'm doing something, achieving something.

The things that made my first year teaching difficult were discipline and hang-ups with the kids; establishing discipline when you didn't really know that much about it because of inexperience. There was no time allowance for First Years then. I remember being on twenty-two 55-minute periods a week, and they were going to give me even more classes until I said I couldn't cope with any more. They didn't increase it. . . .

I don't think that the training insitutions can give you much further help once you have started teaching. I do think the training course can be changed; I think it's too short: one year for many of us, although we had two days a week in schools, and that helped.

I remember the first day in my first school. I kept being reminded that it was my first year and I thought, 'What am I doing here? Why am I teaching? It's all wrong — all of a sudden I'm a teacher and I shouldn't be'. But then I had one thing that worked in first year, thanks to the C.O.; second year, things went much better and then I started to realise that I had something to offer as a teacher.

I think teaching must be a less attractive job for young trainees these days — because they are not likely to get a job, not because of any drop in the status of teaching, although some people might think so because of politicians saying that the lousy schools are not doing their job. But this hasn't affected the teachers; there is no morale problem yet.

I didn't stay long at my second school because it was very authoritarian, dictatorial and totally unprofessional. We struck a number of times so that we could get two people better conditions just through minor internal rearrangements. Just incredible things happened: they even hid our pay cheques so that we didn't get paid. It was so bad that we all asked the Department for a transfer; they gave us special consideration and shifted everyone except one person who stayed because she was nearly due for pregnancy leave in any case. The local inspector was very helpful, as was the staffing officer, and we were not penalised in any way.

At present I'm doing a B.Ed. and I'm also doing a Diploma in Media, although I'm not getting very far with that. When I got to my second school and had no extra responsibilities

whatsoever I thought that is was a good opportunity to do something that I really wanted to do. I had been out teaching for five years and others were talking about all sorts of people I had never heard of. . . . I had heard of Bruner, but only through a course I had gone to; but the others, Gagne and so on . . . I thought it was time I found out. After five years of teaching you begin to realise that one year of training is just ridiculous. While you are doing that year you have no real idea what the job is all about so that you don't use the time properly or get full benefit from the course.

I think that teachers are made through experience, although maybe there is a lot in the argument that they are born. I think that you have to be within a certain range, and those that don't quite make it can be moved into the range; but there are also some people who are born never to be able to teach.

I think that the most valuable things about my teacher training were the opportunities to mix with other students and to get into the schools on a part-time basis which gave you a sort of trial experience of teaching. The trouble with theory is that it changes your ideas without you really realising it and hence you are likely to say that it was of no value to you even though you have been changed by it — people dismiss it without realising it has really changed their whole approach.

Naturally you have to have the kids under control before you can do anything; but having them under control is not the only aim. Once you are doing something worthwhile there aren't any discipline problems, although some of the things I do are so unstructured and so activity based — kids all over the school building things and so on — that discipline then becomes something you have got to concern yourself about because it's such a difficult situation.

(c) John Z taught for two years in an outer suburban high school; now teaching in the country.

I chose teaching as a career mainly because I wanted to leave the country and go to the university and financially it was the only way I could go to the university. I got a Commonwealth scholarship, which I had to turn down because I couldn't afford to live on it; so I took a studentship. It's probably a very common story for students coming from the country — and still would be except that there are not studentships now. My sister was at primary college at the time.

At the time, I don't think I chose teaching because of the influence of any particular person. Later, in my first year or two when I was struggling with discipline, I think I tried to model myself on those people I thought had good control — those that say one word and everybody sits still and you wonder what they have that you haven't got. I think you find out eventually that it just comes with age and experience, and you can't really put a label on it.

If I was given the choice again, I think I would still choose to be a teacher because now that I am so used to it I've found out all the good points: the pay is relatively good, the holidays are pretty good, the environment you work in — if you find the right school — is excellent and it's really a good social job.

Oh, I've been through periods when I've been looking for jobs in *The Age*. I'm in science, but considering the jobs that are available for my qualifications — well, I'm too old not to have any experience in the field and I'd have to take quite a drop in salary to start again. I've looked at businesses, and still do occasionally: I don't think I'll stay in teaching forever.

My first year teaching was very hard — it was real hell! I was in a much larger school than I had ever been in before so that even just getting to know the staff and finding my way around was hard. There were a lot of fairly rough classes and I had trouble getting control at the start. I don't think there were any allowances made for beginning teachers then — the VSTA brought them in a couple of years after that. There was a little unofficial support from other teachers: if they thought that you were having trouble, they would take you aside and try to sort you out — as they did once with me late in my first year.

First-year teachers still tend to get the odds and ends after everyone else has had their allotments. I did; and you still tend to get the 3Es in a sort of self-grading system or the 4F girls who don't really want to do maths. I think that, provided that they have the basic skills,

it would be fairer to give beginning teachers the easiest classes, just to let them find out about teaching, so that they can develop teaching skills and then control will gradually come.

It would probably be easier for beginning teachers if they had the type of training like they have at Melbourne College, I think, where they go out on rounds over several years and have a lot more experience. I did my training at Rusden and had two days in school throughout the year; that helped because you had to develop a relationship with one lot of kids throughout the year. I get the impression from people who did three-week rounds that you are in and out before you even get used to the school.

In my first couple of years I made a lot of use of the science teachers centre at Camberwell. They used to run, I think, one night a week and I went there for maybe twenty nights for the first couple of years — to all their sessions. They have an enormous range. I was at —— at the time — a strange community: almost country in a way but also semi-industrial so that you had a lot of very hard classes, but then you had a lot of professionals as well as —— people and mountain people — an enormous difference to this community. I don't know whether the difference is just the size of the school or the fact that this is a farming community; this school is so easy.

Even up until late last year I think I was probably a bit lost, but now I suppose I feel that I am a teacher. I don't think that there was any particular crisis that made me realise this — with a job like teaching and facing the kids all the time there is always a certain amount of tension — I think I just got to the stage where I was finding the job really easy: there was no tension in coming to school because every class I had was a pleasure to take. I don't know whether this is only because with seniority you have a certain amount of power and get to choose the classes you want. But I'm at that stage now and I find coming to school very pleasurable — a nice social outing for the day.

Occasionally the bitchiness in the staffroom gets you down, or the personality clashes you may have with the kids, but these are individual things. In those schools where you have separate subject staffrooms you possibly get subject rivalry, but here we are all in together because we have only one staffroom. At —— we had three staffrooms and there was some rivalry.

I find that, in the country, support services such as regional consultants are lacking, and contact with other schools is extremely difficult. I hear that there has been a new science consultant appointed this year — I think we've heard from him, but I wouldn't know where to contact him to find out anything. We do miss those support services and also facilities: when we want equipment in a hurry, it's just hopeless.

Even though it was hard, I value my time at —— as a sort of initiation. . . . I did survive, though sometimes I wasn't sure I was going to. We had people who didn't, who gave up after a matter of just weeks or months. I'm happy here, but it's approaching my third year here. At the moment I'm intending to spend one or two more years here then it will be time to move on. By moving I'd get to experience another type of school. I'm sure every school is different; they all have their own environment. I was going to say that if I do move, it would be as a promotion to senior teacher; but at the moment the system has become so middle heavy it's getting very hard to get promotion. There are great disadvantages in moving though: it probably takes a year to settle into a school and to find your way around; besides, you'd probably be taking the children just out of primary. It's also difficult to get promotion here when you know that your senior teachers own houses in the area and therefore they don't wish to move — you've got no chance.

There is a sense of isolation among the teachers here which you can't overcome even if you live here all your life. Even the local professional people don't tend to mix with us, although there is some intermingling with people like the forestry workers — but very little. The social structure is completely different to a suburban school because most people tend to live around where they teach and so they tend to mix together socially whereas in the city everybody lives somewhere different. If I shift, I'd try to get to the fringes of the city and hope for the best of both the city and the country. My wife would like to be closer to the city; I would in some ways, but it's a peaceful existence here.

I guess it's inevitable that in the next five years I'll move more out of the classroom and into administration — you're forced to for promotion purposes. I'm going to a timetable conference next month which I think is rather essential because I'll be doing the timetable

next year. This year I've had an SDA[1] which just sort of appeared because one of our senior teachers went to America on exchange. I've taken over his tasks, extras and things like that so I'm gradually having a taste of SDA jobs. I guess that there are some administration theories, such as timetabling, that can be taught in in-service — they seem to be available. Unfortunately, when I did my B.Ed. at Monash (I did it from —— and partly from up here), I didn't have any interest in administration. I'm not sure that such professional development is solely from formal qualifications — I tend to believe in the American system where you actually have to get up and do something for yourself either to simply maintain your position in the system or to promote it, rather than our system where people like me can reach subdivision 14, and if there are no prospects for promotion, then it doesn't matter whether they do nothing or work hard. When I did my B.Ed. it was just because I wanted to keep studying, to keep myself interested in what was going on. I also had a belief that my college qualification was perhaps regarded as second class (which it probably is), so I converted it to a university one.

Given the present economic and unemployment situations I think that the pressure to do well as a teacher right from the start is probably a lot greater now — not to mention the threat of being on three-month or yearly trial. Also, it's a bit unfair to beginning teachers because there are so many of us who have been around for a while and there is hardly any intake of new ones into a school (if there are twelve new ones, everyone expects them to go along together and learn from each other) and no one wants to have someone who isn't pulling their weight — which is rather hard on them. This year we have only one transfer Second Year, no First Years at all.

I do feel that my training was of value partly because I was at —— High two days a week — and it was a good school to be in at that time. I don't know what it's like now. On the other hand there was a lot that I learnt after I started teaching, not necessarily in the first year. You have to pass through a survival period first and then you start to try and learn where you are at. I think the first year all I did was survive and then go home and feel like going to sleep.

Under the present conditions I think that a lot of people who were like me — struggling — would stand a good chance of not making it to their second year, which is probably unfair because most of us survived and turned into reasonable teachers eventually.

I think it must be stressed more to trainee teachers that when they first go out it really is a matter of survival of the fittest, first, and that trying to do any effective teaching must come second, even though this is a terrible fact for them in their first year.

On the other hand the kids have to put up with some pretty bad teachers at times: you've got to be really bad, hopelessly bad, before the parents will get up and actually do something. There's a move to get rid of one guy here. He tries hard, but he's got no control: there are kids that are little angels for everyone else — well, I've seen them trying to pick his pocket as he walks past or they rush up and write 'Reg is a poof' on the blackboard while his back is turned. He's just got no control with the kids and even when he has a group that you know are responsible (he gets half the number of HSC passes that anybody else gets with the same kids) he doesn't even know he's not coping; it's finally been forcibly pointed out because there is a Board of Review coming in about a week. He believes that he has good control, that he's a strict teacher and that his problems are because the rest of the teachers are so slack that the kids arrive in a ratty mood. But the parents won't take no for an answer — they turned up at the last school council meeting and said 'Get rid of him or else!'. The situation has gone on for so long that even though there are inspectors in the Board of Review the local VSTA people are not going to object. They just hope the issue dies.

(d) David G. has taught continuously at the same school since 1973.

I suppose I first thought about becoming a teacher when I was just a kid — there were some teachers in the family and I thought teaching was a good idea. I just wish I had decided to be a millionaire! That's the only regret that I have now, that I ended up being a teacher!

---

1 SDA: Special Duties Allowance.

There wasn't any particular teacher who influenced me in the decision but there were teachers that I reacted against and therefore I was influenced in a negative sense — I said, 'I'm not going to be like that; I'm going to do that'.

I've found a good school with good students and staff and I'm perfectly happy. I have even got the subjects that I want to teach. I've got a family who are going through the school and we'd like to have a house of our own: it's a nice secure thing; when you move you run the risk of losing all that. We want to have some stability in our life, to be able to have a family life that is close-knit and well organised and for our kids to have the benefits of education and friends — not the problems that kids have when they travel from one school to another.

I was very pleased with the teacher training that I received and the type of course. We spent a lot of time in schools in practical teaching, getting the feel of the school and virtually becoming a member of the training school — a staff member. You had two days a week in a school for two terms and then you changed to another school in third term. I managed to stay for a whole year in the one school and felt that it helped equip me much more realistically for survival in my first year. I think that if I had gone to three schools in the one year I would have felt very threatened, very insecure when starting off. I would have had great difficulties coping with the school routine: what to do in the classroom and the staffroom.

Admittedly, in my first year the major problem that I faced was just keeping up with the work-load. When I came into the school I think I got the last of the odds and ends, the allotment that was left over from everyone else, which made it very difficult for a young teacher just starting out. But, since then, people like myself have made a determined effort on behalf of people coming into the school. We take particular account of new teachers and try to see what they are interested in and try to get them into that area, to give them an equitable spread.

In the first year I felt that there were overwhelming pressures, so that the sort of structure that I had to adopt was the assignment type. By having an intensive reading–writing type of situation it meant that there was a great deal of correction; consequently, it took up my time out of class. Once I was able to move away from that situation it made things a lot easier.

I used to be very conscious of the principal walking in the corridor — you would see him there and follow him with your eyes — there was certainly a very strong feeling of threat. I think, in the early days, if an inspector had wanted to come into my classroom, I would have cracked up — I don't think I could have coped with the strain. It has changed in that principals seem to have more confidence in younger teachers and they ask them to take student teachers much earlier. I was asked after second or third year and I refused, but the principal finally convinced me and I supervised my first student. I thoroughly enjoyed it and found it a challenging and rewarding experience to have someone else there. It gives you a chance to reassess and re-evaluate what you are doing. I really look forward to that situation now.

At times, teaching can be a bit irritating and I get a bit antagonistic about it. Maybe it's not an in-class thing, more of a competitive thing in the staffroom, but in the early years here there was a division. Some of the teachers thought that they had all the answers, and therefore anybody's class who didn't conform to their ideal was regarded as inferior — or, for that matter, any teachers. I'm of the opinion that each teacher has to develop according to his particular style in a given situation. I wouldn't like to tell any other teacher how he or she should teach, but in the early days, I felt very threatened in this way. But it came to a head and the staff resolved that you can't survive when that sort of situation exists. Since then there has been a very healthy attitude. We've lost a few ultra-conservative people, but on the other hand the school has moved in a more conservative direction as the staff has got older.

There are some changes that I would like to see but the Department seems to be closing off one's options. I feel that it would be nice to teach four days a week or something like that. I feel that it would be nice to be able to go and work outside for a year and then come back to teaching. I suppose (maybe this is why some people move from schools) that you start to feel stale and want to do something else but the only alternative is to move to another school. Some sort of flexibility would be great, whereas now you can't even afford to take

leave without pay because you are scared that your job will not be there when you get back. A lot of teachers are feeling very hemmed in.

I've done all my teaching at this school and it's true that some people might say that this has given me very limited experience. It wouldn't worry me particularly if they said that. I did my student teaching in a northern suburbs school. I managed to survive there very well and quite enjoyed it. It's just that I wouldn't like to bring my family up in the city. Besides, I would hate to go to a city school. I think, seriously, I would quit teaching if that was the case.

In relation to the making of a teacher I think that personal qualities are terribly important. I think that you have to be able to relate to kids first; if you can't relate to kids, then you are better off not teaching. You may be able to obtain control, but I think you are going to encounter so many negative effects that you would be better out of the system.

I think that beginning teachers may have a few more advantages than we had in terms of the considerations given to them in schools now compared with what there used to be. For instance, we've organised things in the past so that now we have units of work all ready for people when they come into the school and are not used to the place. Support programs have been organised to help young teachers coming into the school. But, it is a while since we have had one.

Chapter 8

Summary of findings

It is not easy to summarise the findings of this study. Spread over a period of seven to eight years, interspersed with teaching, administrative and other research activities, the study has necessarily waxed and waned in its intensity. The data collected have been both 'objective', in the form of relatively impersonal mailed questionnaires, and very subjective, in the form of detailed personal interviews.

The changing fortunes of the teaching profession in Victoria over the period 1972–1980 (as in other Australian States and overseas countries) have seen a dramatic shift from undersupply to apparent oversupply of teachers, with the possible concomitants of short-term contract appointments at best and unemployment at worst. No longer is the major problem of the beginning teacher 'How will I survive during my first year?' Rather it is 'Will I get a job, and, if so, how best can I survive, at the same time guaranteeing my re-employment for a second year?'. As one of the interviewees said: 'These days, if you get a teaching job, you have to decide (a) will I show initiative and risk dismissal on the grounds of my radicalism; or (b) be compliant and toe the line and risk dismissal because of my apparent lack of initiative?'.

Despite these misgivings, some conclusions must and can be drawn. These are stated briefly below, along with some suggestions for improving the status passage of beginning teachers.

Probably the major finding of the study is that it shows that the severity of the 'reality shock' phase appears to be considerably modified over time. This provides confirmation that the most traumatic adjustment in the occupational socialisation of teachers occurs during the first year of teaching. A much more stable period of internalisation of subcultural values ensues over the next few years. This is combined with increasing experience and self-confidence. Allowance must be made for the alternative explanation that self-selection is operating here: those who have trouble adjusting to a continuing career in teaching and the need to internalise the occupational values have opted out, thus biasing the sample on which these observations of a 'levelling out' or stabilisation are based.

Related to the above finding was the observation that there was an overall strengthening in commitment or career orientation over time. Whether this is also partly explainable in terms of residual self-selection, as well as an ever-increasing 'locking-in' the longer one remains in an occupation (occupational side-benefits such as long-service leave, superannuation, promotion opportunities, salary level), is also open to question.

Interestingly, the final survey group included a number who had left teaching and returned during the five-year period. These served as a form of control — ideological values and expressed commitment to teaching as observed in this group differed little from those of the majority who remained in teaching during the total period.

Between-group differences (i.e. based on characteristics such as original training institution, nature of teaching methods, sex) persisted over time in the majority of cases, although there were some exceptions. Contrary to the normal pattern of a 'reality shock', increase in custodialism in Year 1 (about 13–14 per cent), followed by a plateau period over the next four years, some small subgroups (e.g. female

arts/crafts teachers and male physical education teachers) demonstrated continuing increase in their custodial attitudes towards pupils.

A minor difference was observed between teachers who remained in their first school over the five-year period and those who changed schools. Stability of tenure seems to be more likely to minimise increasing custodialism. It is possible that appointment to a new school involves a form of resocialisation (see Hoy 1969).

In the pages that follow some suggestions that arise from the study for easing the status passage of beginning teachers are summarised under four main headings. The reader should recognise that these reflect in part the biases of the researcher as well as those of his respondents. Research of this type can never be entirely free of such subjectivity. In some cases they may appear to be more idealistic than practical; in other cases they refer to things which have been, are or will be implemented in varying degrees in one or more of the States in Australia. Such is the historical inevitability associated with this type of research that yesterday's bright ideas all too often end up as today's or tomorrow's outmoded practices. Nevertheless, the list is included as originally prepared and should at least serve as a basis for discussion.

(a) Making teacher training a more realistic and appropriate introduction to teaching

- There should be more practical teaching in the final training year, either two/three days per week or a whole term in one school.
- Theoretical subjects (psychology, philosophy etc.) should be as practically oriented as possible in pre-service courses.
- A greater variety of work experience throughout the whole of teacher training courses would develop teachers as professionals.

(b) Bridging the gap between pre-service training courses and initial teaching experience

- College and university lecturers should return to school situations every few years to experience the realities of school life.
- There should be a continuing relationship between the training institution and first appointments.
- Some scheme of internship as part of teacher training would strengthen links between training institutions and schools.

(c) Improving the practical aspects of one's initial teaching appointment

- A beginning teacher's first appointment should be known at least three months before the end of teacher training.
- Every attempt should be made to match particular needs of schools with special interests and abilities of beginning teachers.
- Details of school philosophy, rules, administrative structure should be provided to new appointees as soon as appointments are made known.
- If possible, beginning teachers should be able to spend some time in the schools to which they have been appointed, in advance of taking up their appointments.

(d) Making the initial year of teaching a less traumatic experience

- Beginning teachers should be given reduced teaching loads.

- Beginning teachers should not be given the difficult and unwanted classes.
- Beginning teachers should be assigned to experienced teachers for support and guidance during the first year.
- District or regional-based meetings of beginning teachers should be organised during terms 1 and 2 of the first year to enable beginners to share problems and grievances and, hopefully, to find solutions.

Beginning teachers must be seen by the teaching profession and the schools in which they commence their careers as providing a very important infusion of new ideas and skills which are vital to the well-being of the 'noble art of teaching'.

Appendix

'The first five years of teaching'

SECTION 1: Biographical details

A. (i) During 1978 I have/have not — been employed as a teacher (if you have not, go direct to Item B and then ignore items C, D, E and G)

— been teaching at ..... School

(ii) My level of appointment is .....

(iii) My special duties other than classroom teaching are:.....

.....

(iv) My teaching subjects are: .....

.....

.....

(v) I teach at the following form/year levels:
Form 1 ☐ Form 2 ☐ Form 3 ☐ Form 4 ☐ Form 5 ☐ Form 6 ☐

B. Since I began teaching in 1973 my positions (teaching and/or non-teaching) have been:

	School or employer etc.	Level of appointment
1973	.....	.....

School or employer etc.	Level of appointment
1974	.....
1975	.....
1976	.....
1977	.....
1978	.....

(If 1978 is same as A (i) and (ii), simply write AS ABOVE in these spaces.

C. I intend to:

Tick the one most appropriate of these:

- Continue teaching until retirement mainly as a classroom teacher; ☐
- Continue in the field of education until retirement but hope to move from class teaching into administration or some other field; ☐
- Leave teaching in order to devote my time to other activities (e.g. home-making, further study, travel) and would *not* want to return to teaching; ☐
- Leave teaching in order to devote my time to other activities (e.g. home-making, further study, travel) but would want to return to teaching later; ☐
- Leave teaching for another occupation. ☐

D. Was your response to Item C affected by the present situation of 'teacher surplus' and the general level of unemployment in Australia? ☐Yes ☐No

E. Do you agree with this statement regarding your present school? 'In this school good teaching is equated with good classroom control.' ☐Yes ☐No

F. Do you agree with these statements regarding teacher training courses?

(i) 'Most teacher training courses tend to focus on ideal images rather than the practical realities of classroom teaching.' ☐Yes ☐No

(ii) This is even more the case in 1978 than it was when I first commenced teaching. ☐Yes ☐No

G. (i) Given a completely free choice, would you wish to remain on the staff of this school in 1979? ☐Yes ☐No

(ii) Regardless of your answer to G(i), do you think you will probably remain on the staff of this school in 1979? ☐Yes ☐No

H. Would you be prepared to be interviewed personally or to answer a more detailed questionnaire as a follow-up to this survey? ☐Yes ☐No

I. Would you like to receive a summary of the results of this survey before it is published in 1979? ☐Yes ☐No

J. Do you think that teaching is a more difficult occupation now than it was when you commenced teaching? ☐Yes ☐No

Can you give some reasons for your response to this statement?

.....
.....
.....

K. Do you wish to make some brief suggestions for improvements in teacher training and assistance to beginning teachers in their initial years of teaching?

Training courses .....
.....
Initial years of teaching .....
.....

SECTION 2

Below, a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognise that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no person or school will be named in the report of this study. Your co-operation is greatly appreciated.

Instructions: Following are twenty statements about schools, teachers and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3. Directing sarcastic remarks towards a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD
5. Teachers should consider revision of their teaching methods if these are criticised by their pupils.	SA	A	U	D	SD
6. The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7. Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10. Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12. Student governments are a good 'safety valve' but should not have much influence on school policy.	SA	A	U	D	SD
13. Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14. If a pupil uses obscene or profane language in school, it must be considered a moral offence.	SA	A	U	D	SD
15. If pupils are allowed to use the toilets without getting permission, this privilege will be abused.	SA	A	U	D	SD

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
16. A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18. A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20. Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

SECTION 3: Membership of professional organisations

A. Do you belong to any of the following teacher organisations?

VSTA ☐ VTU ☐ VAT ☐ TTAV ☐

B. Do you belong to any subject associations? YES ☐ NO ☐

If yes, please name the associations:

.....

.....

.....

.....

Bibliography

Becker, H.S. 'The career of the Chicago public schoolteacher'. *American Journal of Sociology* 1957, 63, 470–7.

—— 'Personal change in adult life'. *Sociometry* 1964, 27, 40–53.

—— & Geer, B. 'The fate of idealism in medical school'. *American Sociological Review* 1958, 23, 50–6.

Brim, B.J. 'Attitude change in teacher education students'. *Journal of Educational Research* 1966, 59, 441–5.

Callis, R. 'Changes in pupil–teacher attitudes related to training and experience'. *Educational and Psychological Measurement* 1950, 10, 718–27.

Carlson, R.P. 'Environmental constraints and organizational consequences: the public school and its clients'. In *Behavioural Science and Educational Administration.* Ed. D.E. Griffiths. 63rd Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1964, 262–76.

Carpenter, P.G. *Submission to the National Enquiry into Teacher Education,* Mimeo, 73 pp, 1979.

Charters, W.W. 'Some factors affecting teacher survival in school districts'. *American Educational Research Journal* 1970, 7, 1–27.

Clark, B. *The Open Door College: A Casy Study.* New York: McGraw-Hill, 1960.

Cogswell, B.E. 'Some structural properties influencing socialization'. *Administrative Science Quarterly* 1968, 13, 417–40.

Corwin, R. 'The professional employee: a study of conflict in nursing roles'. *American Journal of Sociology* 1961, 66, 604–15.

Coulter, F. 'Commitment to teaching and occupational mobility among beginning teachers'. *Australian Journal of Education* 1972, 16, 238–45.

Cressey, D.R. 'Achievement of an unstated organisational goal: an observation on prisons'. *Pacific Sociological Review* 1958, 1, 43–9.

Danziger, K. *Socialization.* Harmondsworth: Penguin, 1971.

Day, H.P. 'Attitude change of beginning teachers after initial teaching experience'. *Journal of Teacher Education* 1959, 18, 326–8.

Gilbert, D.C. & Levinson, D.J. 'Custodialism and humanism in mental hospital structure and in staff ideology'. In *The Patient and the Mental Hospital.* Ed. M.L. Greenblatt et al. Glencoe, Illinois: Free Press, 1957.

Gladman, F.J. *School work.* London: Jarrold and Sons, 1885.

Goffman, E. *Asylums.* New York: Doubleday, 1961.

Griffiths, D.E., et al. 'Teacher mobility in New York City'. *Educational Administration Quarterly* 1965, 1, 15–31.

Hoy, W.K. 'The influence of experience on the beginning teacher'. *School Review* 1968, 76, 312–23.

—— 'Pupil control ideology and teacher socialization: a further examination of the influence of experience on the beginning teacher'. *School Review* 1969, 77 257–65.

Johnson, J.S. 'Changes in student teacher dogmatism'. *Journal of Educational Research* 1969, 62, 224–6.

Kassebaum, G.E. et al. 'Job related differences in staff attitudes toward treatment in a women's prison'. *Pacific Sociological Review* 1962, 5, 83–8.

Kelman, H. 'Compliance, identification and internalisation: three processes of attitude change'. *Journal of Conflict Resolution* 1958, 2, 51–60.

Lieberman, S. 'The effects of changes in roles on the attitudes of role occupants'. *Human Relations* 1956, 9, 358–402.

Lortie, D.C. 'Laymen to lawmen: law schools, careers and professional socialization'. *Harvard Educational Review* 1959, 20, 352–69.

—— *Schoolteacher.* Chicago: University of Chicago Press, 1975.

Mason, W.S. *The Beginning Teacher: Status and Career Orientation.* Washington, D.C.: U.S. Department of Health, Education and Welfare, Final Report, 1961.

—— et al. 'Sex role and the career orientations of beginning teachers'. *Harvard Educational Review* 1959, 20, 370–81.

McArthur, J.T. 'Teacher socialization: the influence of initial teaching experience on the pupil control ideology of beginning secondary teachers'. Unpublished doctoral dissertation, Monash University, 1975.

—— 'What does teaching do to teachers?'. *Educational Administration Quarterly* 1978, 14, 89–103.

—— 'Teacher socialization: the first five years'. *Alberta Journal of Educational Research* 1979, 25, 264–74.

—— *Pupil control: a book of readings* (including annotated bibliography). Currently under negotiation with publishers.

Morrison, A. & McIntyre, D. 'Changes in opinions about education during the first year of teaching'. *British Journal of Social and Clinical Psychology* 1967, 6, 161—3.

Oliver, R.A.C. & Butcher, H.J. 'Teacher attitudes to education: the structure of educational attitudes'. *British Journal of Social and Clinical Psychology* 1962, 1, 56–69.

Ortiz, F.I. 'Midcareer socialization of educational administrators'. *Review of Educational Research* 1978, 48, 121–32.

Powelson, H. & Bendix, R. 'Psychiatry in prisons'. *Psychiatry* 1951, 14, 73–86.

Rabinowitz, W. & Rosenbaum, I. 'Teaching experience and teachers' attitudes'. *School Review* 1960, 60, 313–19.

Silberman, C.E. *Crisis in the classroom.* New York: Random House, 1970.

Steele, P.M. 'Changes in attitudes amongst training college students towards education in junior schools'. Unpublished master's thesis, University of Manchester, 1958.

Street, et al. *Organization for treatment: a comparative study of institutions for delinquents.* New York: Free Press, 1966.

Tisher, R., et al. *Beginning to teach.* Volumes I, II. Canberra: ERDC, 1978, 1979.

Walker, W.G. 'Occupational commitment in a sample of Australian beginning teachers five years after training'. *Australian Journal of Higher Education* 1967, 3, 20–32.

Waller, W. *The sociology of teaching.* New York: Wiley, 1932.

Wheeler, S. 'Socialisation in correctional communities'. *American Sociological Review* 1961, 26, 697–712.

Willower, D.J. 'The teacher subculture and rites of passage'. Paper presented at American Educational Research Association conference, February 1969. Mimeo.

—— 'Schools and pupil control'. In *Educational organization and administration.* Ed. D.A. Erikson. Berkeley: McCutchan, 1977.

—— Eidell, T.L. & Hoy, W.K. *The school and pupil control ideology.* Penn. State Studies Monography No. 24. University Park: The Pennsylvania State University, 1967.

Wiseman, S. & Start, K.B. 'A follow-up of teachers five years after completing their training'. *British Journal of Educational Psychology* 1965, 35, 342–61.

Wright, B.D. & Tuska, S.A. 'From dream to life in the psychology of becoming a teacher'. *School Review* 1968, 76, 253–93.

Zak, I. 'Developmental transitions in the professional growth of teachers'. In *Teacher Effectiveness: Proceedings of the 4th Conference of the International Association of Educational Assessment.* New York: Pergamon Press, 1979.